Employment Security REVIEW

Vol. 17 APRIL 1950 No. 4

115.95 E5N
v. 17, no. 4
Room

SERVICE TO YOUTH—A YEAR-ROUND PROGRAM

WHY A YEAR-ROUND SERVICE TO YOUTH? Robert C. Goodwin 3
CHOOSING THE RIGHT JOB, Kathryn L. Keep 4
EMPLOYMENT SERVICE ASSISTS IN-SCHOOL YOUTH, Harold H. McNeely 8
YOUNG PEOPLE, TESTS CAN HELP YOU, Ruth E. Potter 11
"SCHOOL TODAY—WORK TOMORROW," Harvey Wadsworth 13
ROUND-UP OF LOCAL OFFICE PLACEMENT OPERATIONS FOR YOUNG PEOPLE IN THE COMMUNITY 15
FACTS ABOUT JOBS, Robert Halbeisen 20
A YEAR-ROUND COMMUNITY GUIDANCE PROGRAM, Victor B. Shoemaker 24
SO YOU'D LIKE A JOB, C. Pierce Taylor and Bernard Orr 27
USE OF OCCUPATIONAL INFORMATION IN THE CLASSROOM, Gertrude Forrester 29
VOCATIONAL GUIDANCE BECOMES AN INTERNATIONAL SERVICE TO YOUTH, Harry A. Jager 32
YOUTH NEEDS— THE MIDCENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH, Katharine F. Lenroot 34
CONSIDER THE CHILD-LABOR LAWS, Elizabeth S. Johnson 36

BUREAU OF EMPLOYMENT SECURITY
AND AFFILIATED STATE EMPLOYMENT SECURITY AGENCIES

A Message to Young Job Seekers

WHEN you read or hear about the Department of Labor, in Washington, D. C., I wonder what picture flashes through your mind. You probably think of a big marble building with many offices and people working on papers, reports, statistics, and other abstract things. Quite properly, you wonder what all this, and the rest of the Federal Government, has to do with you, your parents, and your friends.

The truth is that the Department of Labor performs or assists the various States in performing many activities which are meant specifically for you. Among the most important services of the Department are those set up to help you in choosing and finding the right kind of a job when you graduate or withdraw from school. These services are available to you in 1,754 cities and towns in every State and Territory. They are provided through local employment offices of the various State employment security agencies, all of which are partners with the Department of Labor in meeting your job placement and counseling needs.

The employment service office in your home town is there to help you in getting started on the road to job success. Perhaps you are wondering exactly how the local employment service office can help you. Here in one-two-three order are some of the possibilities:

* Helping you to fill out an application for work;

* Testing your interests and aptitudes for various kinds of work;

* Providing information about jobs and job opportunities in your town, your State, or the Nation as a whole;

* Assisting you through counseling to choose an occupational goal in line with your interests and abilities and to develop a step-by-step plan of action to reach that goal;

* Referring you to employers who need workers with your interests, qualifications, and ambitions.

I know that you do not expect these offices to make all your decisions and solve all your problems for you. I like to believe that the great majority of young people can make their own decisions and solve their own problems. I hope, too, that many of you can get the right kind of information and help from your family, friends, and teachers. But the local employment office will always stand ready to help you when you need it.

The Department of Labor also furnishes many other services that will help you in finding the right kind of work. For example, there is the "Occupational Outlook Handbook" and the many other specific job pamphlets published by the Bureau of Labor Statistics and the Bureau of Employment Security. The Women's Bureau has also published many fine occupational monographs on fields of work of particular interest to women and girls. The Bureau of Labor Standards performs the vital function of helping States and communities to enforce and improve fair labor standards in the employment of youth. The Bureau of Apprenticeship serves young people by stimulating opportunities for apprenticeships in many skilled trades by working closely with management and labor groups in all parts of the country.

As you can see, the Department of Labor is something more than just a building full of people. It is set up to serve you, your parents and your friends by improving your employment opportunities and your standard of living.

Your local employment service office is probably not much farther away from your home than your high school or your church. When you need job counseling, job information or job placement service, go to that office. As Secretary of Labor, I want to assure that every effort will be made to help you get started on the road to the right job—a job in which you can be reasonably happy and productive.

Maurice J. Tobin

Secretary, U. S. Department of Labor

Employment Security REVIEW

Vol. 17 APRIL 1950 No. 4

At press time

Low-Income Families

THE report on "Low-Income Families and Economic Stability," prepared by the Joint Committee on the Economic Report, was published in March 1950.

In making the study, the Subcommittee on Low-Income Families concentrated its attention first, on the numbers and circumstances of low-income families in order to find the basic causes of low incomes and dependency; second, on the major problem of how to bring within our national circle of high employment, production, and purchasing power, these millions of American families who fail to find entrance even in good times.

The committee makes the following general recommendations regarding low-income families and the national economy:

"1. We recommend that local communities, private business and professional groups, and Federal, State, and local governments take all appropriate action to provide opportunities for low-income families to become full partners in prosperous American communities. Concerted action is required to provide employment opportunities for the aged at tasks within their powers, to help the disabled regain their productive place in society, to develop new industries and employment opportunities in backward regions of the country, to give the unskilled worker a chance to improve his income and his status, and to provide opportunities for the children of low-income families to develop their capacities by suitable education.

"2. We recommend that the Council of Economic Advisers, the Departments of Agriculture, Commerce and Labor, the Joint Committees on the Economic Report, and other Government agencies continue to study the relationship between the distribution of income and the stability and progress of the economy as a whole. Our investigation has indicated that the low-income group constitutes a large under-developed productive resource and a large potential market. Further research is needed to define the size and the importance to the whole economy of this reservoir of human resources."

Study revealed that about one-third of all the families and individuals in the United States had total money incomes of less than $2,000 in 1948.

"Raising the incomes of the lowest third," says the report, "may be accomplished either by transferring wealth from the more fortunate members of the economy, that is, by taxation and subsidy, or by providing better opportunities for the members of the low-income group to develop their own productive capacities and so to become full partners in American prosperity. While the first method, the palliative of relief, may be necessary for a small proportion of the low-income families, we believe that most of them will rise by their own efforts—once they are given the traditional American fair field and no favor. To this end we have aimed our investigation and designed our recommendations. We believe that our study and our hearings have established three ruling principles to guide constructive plans to raise the productivity and incomes of the lowest third.

"First, good employment opportunities are essential; the economy must be kept at high levels of employment and production. * * *

"Second, development of human resources should be fostered by providing equal opportunities for all to improve and use their own capacities. * * *

"Third, we believe there is a danger that poverty and dependency may tend to perpetuate themselves by a vicious-circle process. Opportunities should be provided to break this circle."

Irrigation Pays Off

FOR the fourth consecutive year more than one-half billion dollars' worth of crops were produced in 1949 on western irrigated lands served by the Bureau of Reclamation, as reported by Secretary of the Interior Oscar L. Chapman.

The cumulative value of irrigated crops grown on lands furnished with water from works constructed by the Bureau since the completion of the first project in 1906, totals about $6,580,000,000, or

877528—50——1

more than four times the entire Federal investment in the Reclamation program which includes irrigation, hydroelectric power, flood control, recreational facilities, and other features. The totals do not include the value of livestock which is an important phase of diversified production on irrigated farms.

Preliminary estimates indicated a total production valued at $516,974,000 from 4,927,000 acres of land, or a per-acre-gross-crop value of $104.92 in 1949.

Irrigated crops were raised in 1949 on 65 regular Federal reclamation storage and other projects comprising more than 65,000 farms and on more than 23,000 farms served under Warren Act or special contracts authorizing the delivery of supplemental water supplies to irrigation water users. This was the fifth year in which the per acre value of reclamation crops was over $100.

Industrial Relations Conference

THE University of Minnesota through the facilities of its Industrial Relations Center and of the Center for Continuation Study conducted the Eighth Annual Industrial Relations Conference on March 23 and 24, 1950, on the Minneapolis campus. The conference, presented with the cooperation of the Twin Cities Chapter of the Society for the Advancement of Management, considered practical problems in employee welfare and benefit plans.

"Welfare Programs and the National Economy" was the theme of the meetings on March 23. Among the speakers was Arthur J. Altmeyer, Commissioner, Social Security Administration, who discussed "Trends in Government Social Security and Benefit Programs."

The sessions on the following day considered "Specific Problems in the Individual Firms."

Study Abroad

A TOTAL of 21,751 opportunities for foreign study, observation and research are reported in a new edition of the United Nations Educational, Scientific and Cultural Organization's international handbook, "Study Abroad." The edition, Volume II in a series published annually by UNESCO, lists available fellowships, scholarships, and grants-in-aid, classified according to the country of origin, and credits the United States with 5,096 awards made through private and governmental sources. It emphasizes this country's role both as a "host" nation and in providing the means for sending its citizens abroad. Fifty-two other nations and 23 territories are also represented. Copies can be purchased from the Columbia University Press, 2960 Broadway, New York City, at $1.25 per copy.

Equal Pay

THE International Labour Organisation, in a recent questionnaire, has requested its member countries to define their positions on equal pay for women and to propose measures for putting the principle of equal pay into practice. Government, employer, and labor delegates to the 1950 ILO Conference will hold a preliminary discussion on the question in June, and it is expected that international regulations will be adopted at the 1951 session.

Employment Steadier

EMPLOYEES now are not quitting Federal jobs in as great numbers as they did a few months ago. Only 19,554 Federal employees working inside the continental limits of the country quit or transferred from full-time Government jobs during the last 2 months of 1949. This was at a rate of six persons a month for each thousand full-time employees on the rolls. A comparison with the rates for these months in 1944, a typical wartime period, shows that turn-over is relatively one-fifth as great as it was then, and only a little more than half of what it was in 1948.

Employment Security Activities at a Glance, January 1950 (U. S. and Territories)

	Number or amount	Change from previous month
Over-all		
Initial claims	[1] 1, 685, 100	5% increase.
Weeks of unemployment covered by continued claims	10, 529, 000	10% increase.
Weeks compensated	9, 002, 800	10% increase.
Weekly average beneficiaries	2, 077, 600	10% increase.
Benefits paid	$186, 383, 000	9% increase.
Funds available as of January 31, 1950	$6, 908, 608, 900	[2]
Visits to local offices	16, 104, 900	10% increase.
New applications	849, 900	20% increase.
Referrals:		
Agricultural	63, 700	76% decrease.
Nonagricultural	539, 700	6% increase.
Placements:		
Agricultural	61, 100	77% decrease.
Nonagricultural, total	305, 500	3% decrease.
Men	162, 500	5% decrease.
Women	142, 900	[3]
Handicapped	11, 900	3% increase.
Counseling interviews	107, 400	17% increase.
Employer visits	192, 100	3% decrease.
Veterans		
New applications	189, 900	6% increase.
Referrals, nonagricultural	128, 800	2% decrease.
Placements, nonagricultural	75, 300	6% decrease.
Placements, handicapped	6, 600	3% increase.
Counseling interviews	36, 900	15% increase.

[1] Excludes transitional claims which do not represent new unemployment.

[2] Decrease of less than 0.5 percent.

[3] Increase of less than 0.5 percent.

SERVICE TO YOUTH ...

A Year-Round Program

Why A Year-Round Service to Youth?

By **ROBERT C. GOODWIN,** ***Director, Bureau of Employment Security***

RECENTLY I was asked, "Why are you so concerned about A Year-Round Service to Youth? After all, young people entering the labor market are pretty well able to take care of themselves. Employers *want* new blood in their organizations. It is the oldsters who *really* need special help in finding jobs."

Yes, it is popularly believed that young people have a comparatively easy time of it in getting started on a vocational career. And it is certainly true that the ageing worker, once he loses his job, has a tough time in finding a new one. But let's look at the facts and see why we in the employment service need to concentrate special attention on youth entering the labor market as well as on older workers seeking new jobs.

In the first place, we know that a minimum of about 1½ million young people enter the competitive labor market each year. How well are they doing in finding jobs as compared to other age groups? January 1950 figures from the Bureau of the Census Monthly Report of the Labor Force, by age breakdown, of employment and unemployment are shown in the accompanying table.

Age	*Number employed*	*Number unemployed*	*Percent of unemployed in labor force*
14–19	3, 668, 000	681, 000	15. 7
20–24	6, 475, 000	809, 000	11. 1
25–34	13, 393, 000	977, 000	6. 8
35–44	13, 028, 000	656, 000	4. 8
45–54	10, 532, 000	691, 000	6. 2
55–64	7, 036, 000	499, 000	6. 6
65 and over	2, 799, 000	169, 000	5. 7

From these figures, it is quite apparent that young people seeking jobs in which to get started on a productive working life constitute a numerically large and significant proportion of the Nation's unemployed. They also mean that young people have relatively more difficulty in finding employment than do those in any other age group, and that young people should be encouraged to stay in school as long as they can benefit by it. Furthermore, we know that many young people who are reported by the Census as employed are engaged in stop-gap jobs or jobs which do not provide them with adequate income or opportunity for advancement.

Help Must Come Early

Why, then, am I so concerned about a Year-Round Service to Youth? Precisely because I believe that it is the duty and responsibility of our Nation-wide system of public employment offices, to bridge this gap between school-leaving and suitable beginning jobs for hundreds of thousands of young people of our Nation. Only by carefully planned and systematically scheduled services to youth can this objective be achieved. It is morally wrong to let young people flounder on the rocks of aimless job seeking before we undertake a salvage operation. Nor are we meeting our responsibilities as a public employment service when we wait until the week before school closes to make arrangements for the registration of graduates.

We can meet adequately the needs of young jobseekers only by anticipating them and developing plans of service which insure an orderly transition from school to work. This is what I mean by a Year-Round Service to Youth and these are its component parts as I see them:

* A working agreement with secondary schools and colleges in the community which clearly defines the responsibilities of both agencies.

* Arrangements for exploratory contacts with all

graduating students during the first semester of their final year.

* Introduction of a self-administered screening device which can be used to determine those who will need Employment Service help in finding a job.

* Arrangements for registration and testing of all those who, after screening, are determined to be in need of and willing to accept the help of the local office.

* Scheduled appointments for counseling at the local office for those who need it and want it.

* Arrangements for development, presentation, and use of pertinent, current, local occupational and labor market information through such media as career days, clinics, newsletters, counseling interviews, plant visits, newspaper articles, etc.

* Arrangement, to the extent practical, for interviews with employers or other methods of putting the student-applicant in touch with a suitable job prior to graduation.

These are but the minimum steps necessary to make an effective Year-Round Service to Youth work. When we realize that 50 percent of the students who enroll in the 9th grade withdraw before they complete the 12th, we get some further insight into the problems of young jobseekers. Certainly an effective program will provide for some means of serving those who leave school without benefit of a complete high school education. Many of these youngsters can and should be returned to school in view of Child Labor Laws and the immediate and long-range effects on their employability of a limited education.

Provision should also be made for Employment Service participation in attempts by young people to find acceptable part-time and summer employment. Promotion of cooperative, school-work programs as a means of enriching the curriculum and holding-power of the school also should be considered.

All these and many more possibilities lie before us in the implementation of a meaningful and productive youth program. We cannot repeat too often that the young people of today are the citizens of tomorrow. These young people, too, are our principal source of military strength, in the event of need. They will be our parents and our employer's, our community leaders in the next generation. We cannot fail them, lest we fail ourselves. That's why I think we need a Year-Round Service to Youth!

ROBERT C. GOODWIN, ***Director, Bureau of Employment Security***

What Are You Going To Do After Graduation?

Choosing the Right Job

By **KATHRYN L. KEEP**

Counseling Technician, Erie Local Office

Pennsylvania State Employment Service

"WHAT are you going to do after you get out of school?" This is the stock question everybody asks seniors from Christmas until graduation. It's often a confusing question, for most of them do not know the answer. The stock replies are, "I'm going to college," or "I'm going to work." Some seniors have had the benefit of sound guidance and have a definite, suitable goal in mind; but many more have only a vague notion of "going to work." For these young people, the public Employment Service offers valuable assistance through its Employment Counseling Program.

Let's take Joe, for example. He lives on a farm at Cascade Falls. He is a senior in a rural high school that cooperates with the Employment Service in a nearby city. Joe, and the other seniors who wanted help in choosing the right job, were referred by their Guidance Teacher for tests and counseling at the nearest Employment Service office. Because of the distance, the tests were given at the school by personnel from the Employment Service. A week later Joe's teacher drove a dozen of his students to the city to have interviews with the Employment Counselors,

Courtesy Seventeen Magazine

Mrs. Keep helps an applicant match her interests and abilities with opportunities available to her.

or as Joe would have said, "To find out what I'm goin' to be."

Somewhat subdued by the novelty of a large office, Joe approached the Counselor's desk as his name was called.

"Hello, Joe. Have a chair." The Counselor's greeting put him at ease. Joe sat down, crossed his long legs, and he and the Counselor talked about what Joe liked to do best, what he liked about his school, his work; the things he did not like about them; his school grades; the results of various tests he had taken, expecially the Employment Service aptitude test and the types of work it indicated he could learn to do well.

Like a Jigsaw Puzzle

To Joe it was an interesting experience. Something like putting together a jigsaw puzzle and gradually seeing your own picture appear as piece by piece the facts took form and meaning.

To the Counselor it was also interesting—each individual is different; the challenge, to find that difference.

To the community it was an interesting experience. The resources of the Nation made available to a lad from Cascade Falls High School in the belief that choosing the right job is important; that a satisfied worker is a better citizen.

Counseling is Complex

If you could sit at the Counselor's desk for a month, the variety of problems confronting young people in the process of selecting and finding suitable work might surprise you. Let's look at the Counselor's records:

Mary does not know what kind of a job she has the ability to do.

Sue took a commercial major; but had to drop shorthand and is afraid that she has chosen the wrong course.

Lucy wants to be an Airline Hostess because it sounds exciting.

Paul would like to enter a Machinist's Apprentice course; but there was no shop work in the school he attended and he wonders whether he has what they call "mechanical ability."

Tim wants to know whether he would make a good electrician and where he could be trained for this work.

Questions—Questions—Questions. Young people seeking to know more about their own abilities; how abilities are related to work; where they can find

beginners' jobs; how much will they be paid? How does a person act when he goes to apply for a job? What does a Machinist do? What does a Receptionist do? How do you get a chance to work in a bank?

It is soon evident that Employment Counseling is not a one-man job; that the Counselor must work with other community agencies. He uses State facilities and National research to provide the tools with which he plies his trade. Because the Employment Service Counselor has access to such facilities, he has a very valuable service to render to the youth of his community. Also the fact that he is neither a parent nor a teacher gives him a more objective attitude and sometimes he is better able to help a young person because he isn't too closely associated with him in his daily living. Dick's story will illustrate this point.

Evidence Convinced Him

Dick was determined to quit school. His grades were sinking and his parents were much concerned. His teachers talked to him and showed him the evident advantages of sticking it out and getting his high school diploma. Ultimately, his father sent him to the Employment Service Counselor. The Counselor did not repeat the advice of the parents and teachers. She accepted the fact that Dick wanted to go to work the next day. She showed him the current orders from employers; the kinds of jobs open for a 17-year-old boy without a high school diploma. Then she showed him a few good opportunities for boys of 18 with diplomas. Dick could see that the chances looked pretty slim for a fellow his age without a high school education. During other interviews Dick and the Counselor related his school subjects, together with his aptitudes and interests, to a definite field of work and he went back to school with a purpose.

GATB is Counseling Aid

One of the tools of the Employment Service Counselor is the GENERAL APTITUDE TEST BATTERY. Much has been written about these tests which were developed to assist Counselors to analyze aptitudes and relate them to employment. Briefly, the Battery is a group of related tests, developed on a national scale by the USES. It measures 10 aptitudes which are basic to successful performance in 20 known fields of work, representing about 2,000 occupations. By these tests a person's aptitudes are related to those required in various kinds of jobs. To make this more meaningful, let us see how these tests were used to help Shirley.

Shirley attends a large local high school and is taking a commercial course. Except for shorthand, her grades are good. She was referred by her teacher for tests and counseling at the local Employment Office as she had recently talked about continuing her training after graduation and becoming a Medical Secretary. Her teacher felt that her choice was questionable. Shirley is one of a large family and continuing her education would have meant a definite sacrifice to the family. The GENERAL APTITUDE TEST BATTERY showed her to have superior finger dexterity, motor speed, and clerical perception; but her verbal ability was somewhat below that needed for stenographic work. On the other hand, her aptitudes were very good for such jobs as bookkeeping-machine operator and file clerk. During her interviews, the Counselor discussed the test results with Shirley. This enabled her to make a decision in favor

A group of young applicants being monitored while doing the paper and pencil section of the GATB.

Courtesy Seventeen Magazine

Courtesy Seventeen Magazine

The results of this apparatus test, used with other information, indicates the counselee's potentialities for a number of varied jobs.

of general office work. After graduation, the Employment Service placed Shirley in the type of job which she and the Counselor decided would have the best opportunity for her and a job which seemed to fit her. She has been very successful and happy because she was helped in choosing the type of clerical position best suited to her aptitudes.

ES Makes Dual Contribution

It is not only in the realm of individual analysis that the Employment Service has a contribution to make, but also in the relation of a youth's aptitudes to work opportunities. Through a systematic program of employer visits by personnel especially trained to collect labor market data and to develop occupational information, the Employment Service furnishes its counselors with information about job trends: The fields that are overcrowded and the occupations in which workers are needed; with general knowledge about thousands of occupations and with specific knowledge of jobs in his own community. The counselor learns about the kinds of work open for beginners in his town; the duties of the jobs, the wages, the working conditions. He knows the employers who can use the services of young workers; and what characteristics and training are needed to meet the hiring requirements for entry jobs; the possibilities for promotion from a simple beginning.

A young veteran, just finishing an accounting course in a local college, came to the Employment Counselor because he had not been able to find a position. He explained that his father thought that he could get him a job as an accountant in the plant where he worked; but that when he applied he found that they did not need anyone in the accounting department "just now." He had tried several places and answered a few "ads;" but somehow he had not been hired. Because of the employer-visiting program, the Counselor knew of a local firm that employed persons with training in accounting, and the counselor told the boy about what he would find in the firm to which he was being re-

ferred. It was explained that the company never hired accountants without several years of experience; but that there were clerical jobs in the accounting department where a young man with his education could get a start and gain experience. There was also an opportunity to progress if he showed promise.

Choose Guidance Service Carefully

Because employment counseling is a relatively new profession, "counselors" are springing up all over the country. Many are well equipped to analyze individual aptitudes and personalities, but know very little about occupational requirements and opportunities. Others have accumulated libraries of job information, but do not know how to assist an individual in choosing the type of occupation which will best match his abilities. Then, of course, there are counseling centers that offer excellent guidance for young people, but frequently the fees are so high that the average income family with two or three children, cannot afford their services. Before using vocational counseling service, young people will want to assure themselves that the agency they use is one recognized by professional workers in the community.

Counseling offered through the public Employment Service is backed by national research projects of the USES. The results of programs of job analysis, worker analysis, test development, labor market information, and job placement, are available for young people free of charge. Through this service a rapidly increasing number of youths are finding the answer to the question, "What are you going to do after graduation?" Not only are they "going to work"; but going to work in the right type of job. The knowledge that this job has been carefully chosen and that they have the abilities required for their work, enabled them to bridge the transition from classroom to workroom with greater confidence.

Summertime Jobs Help Them Decide . . .

Employment Service Assists In-School Youth

By HAROLD H. McNEELY

Manager, Kansas State Employment Service, Hutchinson, Kans.

HUTCHINSON, KANS., is a community of approximately 35,000 population. It is an industrial city with varied industries which manufacture agricultural machinery, furniture, paper board, salt, structural steel fabrication, food processing, and many other consumers and producers goods. It is also located within the great Wheat Belt of Kansas and has facilities for grain storage of over 20 million bushels located on three major railroads.

The well-diversified industries, coupled with the wholesale and retail trades, offer normal employment opportunities to most qualified workers throughout the year. The Hutchinson employment office, like other Kansas State Employment offices, has planned programs for services to special applicant groups. However, there is one group which has been neglected somewhat in the past, and that group is the in-school youth, between the ages of 14 and 18 years, when they are seeking employment during their summertime vacation periods.

It has always been comparatively easy to sell an employer on a new permanent entrant to the labor market, especially when the new entrant has had specialized training in line with the specifications of the job opening. But a partially trained youth interested only in summertime employment presents another problem which cannot be treated lightly. We estimate there are between 1,200 and 1,300 students, between the ages of 14 and 18 years, released each June in this community for summer vacations. Almost one-half of these students are interested in some form of vacation-time work. In another 2, 3, or 4 years, many of these very students will be entering the labor market permanently. Our thought was, would it not be better if these new entrants could have had some work experience and training in developing good work habits.

Obviously, there are many establishments which could not use youths in their organizations due to the nature of their production lines, or the complexity of the work involved, or even the type of goods produced. However, we felt that there were many job opportunities for these young people within the community—jobs which they would like to do and possibly were in line with their school training. There would be job openings because of employee vacations, seasonal work, industrial expansions, and possibly other job openings not known to the general public.

In the spring of 1947, the local Junior Chamber of Commerce expressed a desire to do something for the younger group of Hutchinson and decided to sponsor a youth employment project. After some discussion, a cooperative agreement was reached whereby the local Employment Service would furnish the space, desk, telephone, forms, clerical services, and such training as required, and the Junior Chamber of

Soda Fountains Attract Summer Workers.

Commerce would provide a full-time qualified paid worker to do the job. He would work the same hours as the Employment Service employees and work under the supervision of the local employment office manager.

With the youth placement program located in the local employment office, it was not necessary to educate the public to a new employment address. This special youth program was to confine its activities to in-school youths between the ages of 14 and 18 years, and who were seeking only summertime employment. Permanent jobs for high school graduates or drop-outs were to be handled by the Employment Service interviewers as outlined in the ES Manual for Special Services to Youth.

The local high school has a very progressive counseling and vocational guidance program. After the proposed youth program was explained, the school offered 100 percent cooperation. This cooperation was necessary to put the program over.

Many students well along in school have had little experience in earning money. When they needed money they asked Dad for it. The primary purpose of our program was to provide in-school youth with some sort of job training and to teach them the true value of a dollar. They would also develop the discipline of taking directions from an employer, learn how to work, and how to be punctual and self-dependent. Even some adults have failed to develop good work habits and attitudes toward their work. This program would help the students to develop their work habits early.

This youth program was not intended in any manner to lure students away from school. In fact, it worked in just the opposite manner. When an in-school student remarked, "Well, I may go back to school next fall, but if I can get a good steady job I will take it and keep it," this would be a cue to the youth placement officer or the ES counselor to do his utmost to encourage the student to return to school in the fall. It also gave them an opportunity to give the student some pertinent information—that there were limited job opportunities for applicants who were not high-school graduates. It was also an opportune moment to pass along other types of labor market information. Another benefit to come from the program was to keep the boys and girls constructively busy. Juvenile authorities are all agreed that a wholesome life for a boy or girl is a busy life.

The Employment Service assisted the Junior Chamber of Commerce in selecting a worker to handle the project. The worker hired each summer was a teacher in the commercial department of the high school. He was qualified by education and training and also had been active in the local high school counseling and vocational guidance program. He was given special training in Employment Service techniques and local office operations. Thus, he became familiar with ES procedures, forms, general policies, and materials, including Parts I and IV of the DICTIONARY OF OCCUPATIONAL TITLES. He also had knowledge of the students' school records and was in a position to evaluate the students' abilities and properly place them.

By means of the press, radio, and letters to the various employing establishments, employers were notified of the in-school youth program which was preparing young workers who would be available during the summer months. Many members of the Junior Chamber of Commerce were employers themselves and had knowledge of job opportunities. Announcements were also made through other civic organizations and luncheon clubs, and job openings were solicited from the club members.

The local high school cooperated by providing classroom space for the taking of applications for work. Two days were designated by school authorities on which all students interested in summertime employment would be released during study-hall periods for the purpose of registering with the Employment Service. Announcements to that effect were made over the school's public address system several days in advance, and again between class periods on the two days during which applications were being taken.

The local Employment Service counselor and an interviewer were assigned the task of taking the applications for work. The counselor gave each class a brief description of the Employment Service, its

policies and functions; the kinds of jobs generally available to youths; hours worked and average wages paid. The class then completed a self-application card with the counselor acting as monitor and the interviewer assisting. Groups with as many as 30 students were taken at one time. In most instances the application cards were reviewed by the ES counselor and interviewer before the students left the classroom. If any corrections were necessary they were made at that time. Also, when the counselor noticed any evidence of need for counseling she would make an appointment with the student to meet with her at the employment office at a later date. The application cards were coded and sent to the local employment office for proper filing.

During the course of taking the self-applications, the students were requested to list the kinds of jobs they would prefer, listing them in order of preference. Entry codes were assigned in many cases on the basis of these preferences where other pertinent information would substantiate them. The number one preference among the boys was farm work, with grocery sales and service station work running second and third choice, respectively. Twenty-one other preferences were listed by the boys, including industrial work, construction, yard work, printer's helper, meat market sales, electrician's helper, life guard, office work, truck driving, and dishwashing.

The girls listed 21 job preferences with child care as first choice and general sales as second choice. Other jobs listed by the girls included housework, nurse's aid, interior decorating, telephone operator, photography, window decoration, proofreading, recreational work, general office work, theater ushers, elevator operators, and waitress work. Thus, we had a wide variety of requests for jobs, placing us in a position to fill almost any type of job opening received in the office.

The results of this program for the in-school youths have been very gratifying and also resulted in over 400 placements each summer. However, we believe these students benefited as much, if not more, than the employers they served. They not only learned how to apply for a job, but how to work, and become dependable workers. Follow-ups were made by the youth placement officer and in the event a student failed to work successfully, there was an opportunity to find the reason why. If the student was at fault, the youth placement officer would counsel the student and try to make the necessary adjustments.

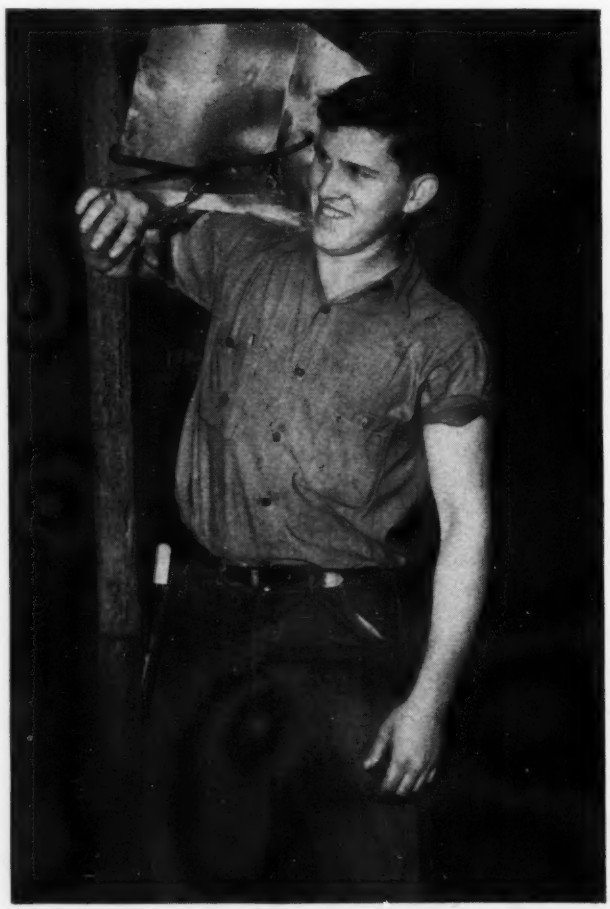
Another valuable connection between the summer work and the school was the tie-in between summer work and vocational guidance. The record of the students' work—the kind of work, why they liked it, or why they did not like it—gave the school counselors helpful information which they could use during the school term in helping the students choose a course of study and possibly a career.

An idea of the type of jobs filled the first summer of operations can be obtained from the following condensed tabulation.

Summertime Placements

Yard work	110
Service occupations	57
Retail sales	56
Construction	48
Child care	42
Warehouse and stock room	24
Agricultural	24
Industrial work	16
Service station and garage	15
General office and typing	7
Miscellaneous occupations	6
Meter reading	2
Routeman	2
Upholstery	2
Bellboy	2
Produce buyer	1
Sign painter	1
Total	415

The success of this youth program in Hutchinson is due to the close cooperation between the three agencies and having a well-qualified youth placement officer working with the local Employment Service counselor. The young people had an opportunity to acquaint themselves with the local employment office and we hope it will seem natural to them to return and apply for full-time employment when they graduate.



This job appeals to those who like to work out-of-doors.

Technician Talks to Students . . .

Young People, Tests Can Help You

By RUTH E. POTTER

State Test Technician, Minnesota State Employment Service

WHAT are you going to do when you leave school? What kind of work *can* you do? What kind of work do you think you would *like* to do?

If you can answer these questions then you are "one-in-a-million." But if you do not know the answers or are not sure of your answers, then let us tell you how the testing program of your State Employment Service can help you.

What Are Your Interests?

First, let us tackle the problem of what you think you would like to do, since you probably have some ideas on the subject. Our counselors are trained to help you find your real interests. They will want you to explore your reactions towards school subjects you have taken or your feelings toward jobs you have held. They will also want you to talk about your hobbies or leisure-time activities. It may be that talking out your interests with the counselor will give you the answer as to what kinds of work you would like to do.

But sometimes it is not enough to just talk it out with the counselor. It may be that you have not worked at all so have not formed any opinions about jobs. Or perhaps you have neither liked nor disliked the school subjects you have taken. There may be any number of reasons why you may want additional help.

If this is the case, the counselor may suggest that you take one or more tests which will serve as guides in helping you to determine your job preferences. Our Interest Check List helps you decide what activities you like by indicating a large number of tasks found in different occupations. You check those activities you think you would like whether or not you have ever done them. For example, in the clerical field, would you like working with numbers, copying figures or words neatly, typing letters and reports, or storing supplies? Or do you like sewing, designing, working with electrical equipment, carpentry, writing or drawing, and if so, how strong is your interest?

Another test tells you whether you have high, average, or low interest in 10 areas of work: Outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. For instance, if you score high on outdoor interests then you probably prefer work which will keep you outside most of the time. Your interest would compare with those of forest rangers, naturalists, and farmers. If you show persuasive interests then you like meeting and dealing with people. Radio announcers, salesmen, actors, and politicians usually have high interests in this area.

Taking such tests helps you to organize your thinking about your likes and dislikes so that you know more about yourself and can make a better decision as to the kind of work you would like to do.

Unfortunately, it is not enough for you to know your likes and dislikes for different kinds of work. There are other things just as important; for example, your aptitude for learning to do work. Just as in school you have found that it was easier for you to learn some subjects than others, so too, you will find that some jobs are easier for you to learn than others. You need to know your aptitudes to make a good job choice. Tests help you find out about your aptitudes.

If Sally has taken 2 years of typing in high school but can type only 20 words a minute it may be that she doesn't have much finger dexterity. If Joe is "all thumbs" in the machine-shop class, his problem may be the same as Sally's. Before Sally and Joe look for a job which requires them to work with their hands, they should check their abilities by taking an aptitude test.

Your State Employment Service has such a test—the GENERAL APTITUDE TEST BATTERY, which is popularly referred to as the GATB. Every year thousands of students across the Nation take this test. The GATB tells them how they rate on 10 im-

This test measures the applicant's finger dexterity. Some applicants find this test "fun to take."

portant aptitudes: General learning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, aiming, motor speed, finger dexterity, and manual dexterity. Some of these may seem like fancy words, but these aptitudes, or a combination of them, are known to be important for successful performance on a large number of jobs.

The tests that measure these aptitudes are relatively simple and fun to take. Eleven are paper and pencil tests—comparing shaded figures and spellings, tapping out dots with a pencil, matching words and drawing lines in boxes, etc., while four are apparatus tests in which you assemble and disassemble rivets and washers or rapidly move pegs on a large board. The entire test takes a little more than 2 hours.

Few of us find that we are equally strong on all 10 aptitudes measured by this test. Neither are we low on all 10. Rather, we are high on some and low on others. It is important for us to know our pattern of aptitudes. There isn't much point in "batting our heads against a stone wall," so to speak, by trying to learn jobs which require something we don't have. We can just as well be working at something that we can learn quickly and competently.

The GATB not only tells you your own pattern of aptitudes but it also tells you what combinations of aptitudes are needed on over 2,000 jobs in 20 broad fields of work. Your State Employment Service, working with the United States Employment Service, has tested literally thousands of workers and students so that you would have this information. We know, for example, that reporters and script writers usually have high general learning ability and verbal aptitude; that accountants and statisticians tend to be high on general learning ability and numerical aptitude. We know this because we have tested them. We have the aptitude patterns for workers from engineering to operating a drill press, from typing to designing hats. You can compare your scores with those of successfully employed workers on these jobs.

People differ in their ability to perceive differences in shadings of drawings just as they differ in ability to use words and numbers.

Dick Swenson was one of 150 high school seniors who took the GATB recently in Minnesota. Dick lived on a farm. He was a good student but his course work was general. He had decided that he did not want to be a farmer. He thought that he would like a job working with machinery because he had enjoyed helping his father repair tractors and other farm implements. Tests verified his high mechanical interest. Dick knew that he could make a good living on the farm, but he wanted to know his chances of becoming successfully employed at something besides farming. From his GATB scores he discovered that his strongest aptitudes were in numerical aptitude, spatial and form perception. His finger dexterity was below average but his manual dexterity was good. He also found that his scores compared favorably with those of automobile mechanics and other types of machine repairmen. Dick has a chance to work in a local garage and learn to be an automobile mechanic. He now feels some confidence in accepting this job because he now has some evidence as to his abilities for this kind of work. So, too, the GATB will help you decide the kind of work for which you, personally, are best equipped and your chances will be better for getting started on the road to the right job.

In addition to the GATB, your State Employment Service has available several hundred aptitude tests for specific jobs which range from packing olives to selling in a department store.

For those of you who have received specialized training, the Employment Service has tests which will help you determine the amount of skill you have developed. If you have had typing and shorthand in school our tests will tell you your speed and accuracy. Knowing your scores helps us to find a job that is suitable for you.

Take the Guesswork Out

Your State Employment Service has tests for thousands of jobs but it does not have a test for every one of some 30,000 known jobs in American industry. But even if it did, tests could never give you the complete answer as to whether or not you would succeed on a particular job. Your ability to get along with people, your "stick-to-it-iveness," your honesty and other intangibles cannot be measured at the present time, but are important for success. There really is no "nickel-in-the-slot" procedure whereby you can guarantee your job future. But you can, through tests, help yourself find some of the best jobs in keeping with your abilities and interests. You can take some of the guesswork out of your job future.

"School Today—Work Tomorrow"

By HARVEY WADSWORTH

Publicist, Bureau of Unemployment Compensation, Youngstown, Ohio

How can the public employment services and the public schools together help the teen-age school youth of today operate our commerce or industry tomorrow?

This is the question which gave birth to the Junior Placement Program in Youngstown in 1946. Since that time, the local Ohio State Employment Center's service for high school students has been developed into comparative maturity and is now able to give an account of itself based on experience.

Even at the outset, the over-all placement problem could be divided into two basic elements—preparation and action.

The preparatory phase was expected to include educational and vocational guidance aimed jointly at career choice. In turn, accurate and timely labor market information, aptitude and interest testing and interpretation, employment counseling and even the careful selection of part-time jobs were to be considered progressive factors in the preparatory phase.

The active phase, of course, was expected to include job development, job selection and referral, actual job placement and even post-placement follow-up wherever advisable.

Employers, public school officials, parents and students alike were attracted to the general plan, and why not? Employers were anxious that future workers learn what is expected of them when they enter the labor market. They were quick to recognize the value of vocational guidance as a means of capitalizing on young workers' potentialities. And here also was an approach toward attracting future workers to occupational fields in which few applicants were available.

Students, teachers, and parents welcomed the idea that the vocational guidance departments of the public schools and the complete facilities of the Employment Center were to be geared to a practical objective—to do everything possible to help the high school student take that all-important step from studies to a paying job.

Three Kinds of Applicants

As expected, teen-age work applicants generally fall into three distinctly different groups. There are those referred to as drop-outs who for some reason must leave school prior to graduation. There are those who want a temporary job for a reasonable length of time after graduation in order to get a good running start toward a higher education. And there are those students who want permanent jobs immediately following graduation and have no plans for additional study.

Each of these three applicant groups in turn faces a distinctly different limitation on the variety of jobs for which they can be considered. High school graduates, for instance, who turn immediately to permanent jobs with no thought of additional study, may exclude themselves from professional pursuits. With college enrollments reaching postwar highs, competition is formidable for the high school graduate who attempts to reach the managerial or even the semiprofessional class unless provisions are made later for additional study.

Drop-Outs a Problem

An occupational choice is even more limited for the high school drop-out who must find a job which minimizes education and training qualifications, but puts a premium on hard work, initiative, and the ability to learn "on the job." And, of course, high school graduates who want a period of employment before going to college are limited to jobs in which turn-over and replacement are not significant considerations.

In Youngstown, the public schools and the Employment Center have worked out a systematic procedure for handling the drop-out which minimizes the possibility of his leaving school and then "roaming the streets with nothing to do."

The general plan includes counseling, testing, explaining labor market conditions, and if possible, starting him on a job before permitting him to give up his studies entirely.

In turn, this scheme serves a number of uses in addition to specialized employment counseling and job placement service. For school officials, the arrangement provides a means of determining what the drop-out is going to do—or at least what his job prospects are—before deciding whether it is advisable to permit him to leave school permanently.

The schools no longer release a student merely on his promise to look for a job but, instead, permit him to get a job through the Employment Center.

For students anxious to test the "green grass on the other side of the fence," the procedure allows him to "shop" for a job without jeopardizing his position as a student in good standing. It is significant that a number of would-be workers decide to return to school after they have determined for themselves the importance which employers place on completing a high school education.

Briefly, here is how the drop-out procedure is used in Youngstown.

When a student indicates his desire to drop-out of school and has convinced school officials of his sincerity, he is sent directly to the Employment Center for assistance in finding a suitable job. In cooperation with the Employment Center, the schools assist each prospective drop-out to complete a preemployment record which provides valuable information concerning his school record, his vocational and avocational interests, work experience, health record, the results of any tests given by the schools and his personal trait ratings.

Then in a series of monthly reports to school officials, the Employment Center indicates the progress made by each drop-out. For school officials, this monthly disposition report answers a number of questions. The school can be guided by the report in deciding to drop a student from its rolls after he has been safely launched on a suitable job; school authorities can determine whether a student is still "job-shopping," and whether his prospects for a job are good or poor; and it is the cue by which the truant officer can tell whether the student is reporting regularly to the employment office as he promised to do. When advisable, Employment Center counselors readily recommend that a student be returned to his studies.

Still others return to school on a part-time basis or for night classes while working. This set-up is often suggested by the employer or by the young worker himself after it has been determined what additional courses will help him most.

Since doing nothing breeds trouble and trouble means juvenile delinquency for teen-age youth, and since the drop-out procedure is aimed directly at preventing young folks from doing nothing, Employment Center and high-school officials in Youngstown are encouraged to believe that the Junior Placement Program does its share toward minimizing juvenile delinquency in this locality.

Program for High-School Graduates

The procedures for registering, testing, and counseling the pending high-school graduates who will be entering the labor market for permanent or temporary jobs must, of necessity, be streamlined to every extent possible because of the comparatively large number of applicants involved. It has been found that, from an efficiency standpoint, partial self-registration done in groups under Employment Center supervision is the most efficient method of getting the registration process started well in advance of graduation.

At least three months before graduation, Employment Center counselors visit each school in turn, gather the would-be workers into convenient groups, and supervise their simultaneous self-registration. At that time, students are instructed to indicate their favorite school subjects, the school subjects which they like least, and their first, second, and third job choices.

The next step is to select from the self-registration files those students who will profit from aptitude, proficiency and interest testing. In general, this group is made up of those students who have no job choice, those who have made a job choice which is inconsistent with their academic record, or their course of study, and those who have been suggested for testing after consultation with the high school vocational teachers involved. After the group has been selected, Employment Center testing staff again return to the schools and administer the tests.

Following registration and testing, the students are called into the Employment Center office at their convenience or by appointment. If they have been tested, their test results are interpreted. Their application forms are completed with a personal interview, and they are counseled to whatever extent seems appropriate so that they will be ready for possible job referral when the time comes.

For the teen-age youth entering the labor market, testing procedures have been of great help both to the student anxious to find himself and to the counselor or vocational guidance teacher anxious to help him make the right step.

Although the GENERAL APTITUDE TEST BATTERY has naturally been the most effective testing tool, as an additional convenience to potential employers, clerical aptitude and proficiency tests are given to all students who show an interest in stenographic or general office work.

Needless to say, the entire preparatory phase would be wasted for the most part unless proper steps are taken to see that every possible job opening is available for consideration.

The local office job development process includes direct mail, radio and newspaper appeals in addition to employer service representative visits and telephone solicitations. For job development purposes, it is wise to know specifically (1) how many young men and young women will be available and when, (2) the varieties of work for which they show interests and aptitudes and how many applicants fall into each potential work group, and (3) the individual academic records and part-time work experiences which can be used to interest a particular employer in a particular applicant.

Labor Market Information Important

Without a doubt, accurate labor market information makes a vital contribution to the success of any student placement program. Even after an occupational field has been chosen, knowing where such work applicants are in greatest demand is very valuable information.

For the high schools, then, an effective labor market information service should include the trends in worker demands and oversupply in as much variety as possible, the prevailing wage rates, the expected demand for workers in as much variety as possible, and the differences in worker demand and supply in the various labor market areas across the country.

There are many ways in which labor market information can be distributed and put to use. Employment Service counselors in Youngstown, for instance, habitually participate in "careers week" which is an annual project promoted by the public schools with Employment Center assistance.

(Continued on page 28)

Round-up of Local Office Placement Operations for Young People in the Community

A NUMBER of local Employment Service offices here relate briefly their experience in getting jobs for young people in their communities. That students appreciate it when they understand the benefits of the ES "Service to Youth Program" seems clear. This section contains brief descriptions of programs of cooperation between the schools and the ES in the interest of vocational adjustment for many boys and girls leaving school. Although this section is not directly addressed to young people, as are some of the other articles in this issue, it will be plain to all readers that the ES is interested in their welfare and can do much to help them.

CHARLES W. WHITE

Manager, Anniston Local Office
Alabama State Employment Service

IN MAY 1948 we started an intensive brief Student Counseling and Placement Program, and found we had a bear by the tail. There has been no chance to let go.

Announcement at all schools brought such an outpouring of youth that our simply planned, direct mail, job-development campaign expanded to include all usual publicity devices, and extended into late summer. Placements brought us still more youth applications showing an increase well into autumn.

To meet demand and need we had to take greater advantage of counseling procedures, which led to the installation of the GENERAL APTITUDE TEST BATTERY and other types of tests. These devices brought more young people and more employers into the program. An increased number of orders for temporary workers during vacation later included demand for trainees on permanent jobs. More important, employer interest continued into the next school year with orders for after-school and holiday employees.

This latter demand required development of a good relationship with a nearby college as a source of more mature and experienced applicants. Our access to college-level applicants brought us a still greater number of orders from additional employers who had need for these better technically prepared young workers.

Placement ratios reflect results. Prior to June 1948, a monthly average of only 7.1 percent of total nonagricultural placements represented youth; in only 3 of 17 months was it more than 10 percent. During the 19 months elapsed since then, youth has averaged 16.4 percent of such placements, and in only 2 months has the average been less than 10 percent.

Close relationships between the schools and the Employment Service are fundamental. We are most fortunate that J. J. Nash, Principal of the Anniston High School, has been particularly cooperative and helpful, as have his coworkers.

Publicity for job development is, of course, essential. We strive for a fresh approach but this is always difficult. In addition, two problems challenge us: How can we attract and serve more young men? What techniques can we use to better serve young women whose occupational choice is limited in the local labor market?

Conference of Anniston high school members and Employment Security office staff. Left to right: Kartha G. Thomas, employment counselor; J. J. Nash, principal, Anniston high school; Mamyrelle Moore, placement interviewer; Alice Mac Peters, coordinator of distributive education, Anniston high school; Robert G. McGinnis, applicant service supervisor; and Fred E. Sibert, coordinator of trade and industrial education, Anniston high school.

HOMER L. HOOBAN

Manager, Montpelier Local Office
Idaho State Employment Service

EXPERIENCE has convinced us that youth guidance should be a year-round program. Although the emphasis may vary with the seasons, there is one thing which remains constant. That is our continuing efforts to learn more about the vocational problems of youth and assist them in working out realistic solutions.

Each year for the past 2 years we have undertaken a guidance and placement program in local high schools, using the GENERAL APTITUDE TEST BATTERY. Although there is group testing, counseling is done individually. Students who had already set up vocational goals had their choices validated or questioned, and most of those who had no definite aim were

Superintendent A. J. Winters of the Montpelier, Idaho, high school and Manager Homer L. Hooban, Idaho State Employment Service, look on as three students examine the Occupational Outlook Handbook.

helped to make a realistic choice. When this program is undertaken at the *beginning* rather than at the end of the school year, the results are useful throughout the entire school term to the school, the students, and the Employment Service.

Vocational information is disseminated by the Montpelier ES to the school through publications and personal talks. For example, when the local office manager visited some of the schools and displayed the new OCCUPATIONAL OUTLOOK HANDBOOK, teachers and students were so impressed that copies were ordered for school use. We have attempted to make the Idaho State Employment Service office the community center for information on career planning, training, and guidance as well as the community job center.

When young people leave school to go into the labor market, we offer them the facilities of our placement service. Satisfactory placement, with careful attention to all phases of the process of matching the worker and the job, is the conscientious aim of our office. Still, just as the college professor holds graduation as the ultimate goal for his students while at the same time recognizing that many intermediate and related problems face each person, so do we recognize that there are many vocational problems facing our young applicants. Even after placement, the doors of this office are always open to applicants for their work problems.

DANIEL J. CASALE

Manager, Worcester Local Office
Massachusetts Division of Employment Security

THE Worcester office of the Massachusetts Division of Employment Security provides service to youth entering the labor market on a community-wide basis through: (1) A formal agreement, drawn up in April 1949, between the Division of Employment Security and the Worcester Public School Guidance Department; (2) informal arrangements with other schools in the labor market area—parochial, public, and private; (3) continuous publicizing of its various services to youth, such as employment counseling, including aptitude testing (GENERAL APTITUDE TEST BATTERY) and proficiency testing; through talks before employer, educational, and civic groups; radio programs specifically dealing with counseling and testing techniques; feature articles and news releases in newspapers; letters to employers summarizing youth service activities; and monthly lists of recent high school, business school, and college graduates, giving their qualifications. These are used to stimulate community interest as well as to secure job openings.

The formal agreement with the four public senior high schools and two public junior high schools in the city of Worcester is adhered to closely by the cooperating agencies and stresses these points: (1) That educational guidance is the proper function of the schools; (2) that employment counseling and placement is the business of the Employment Service.

In the general outline of the agreement entitled "A Plan for Cooperation Between the Worcester Office of the Massachusetts Division of Employment Security and the Worcester Public Schools for the Placement of Youth," there are specific guideposts for school and employment counselors: (1) Employment counseling is offered to all graduates and drop-outs entering the labor market; (2) GATB and proficiency tests are administered as needed; (3) employment counseling and testing schedules are set up well in advance of graduation time, as well as the taking of work applications; (4) informal talks and discussions covering labor market conditions, specific occupations and hints on job hunting are given by Employment Service representatives to interested graduates. Formal speeches on selected occupations and fields of work are given at school "Career Days;" (5) "Hints to Beginning Workers," "The Road to the Right Job," "Your Job Future After High School," "Your Future is What You Make It," and other informational materials are distributed to interested graduates; (6) occupational and labor market studies such as Job Descriptions, Labor Market Statements, Occupational Studies, the EMPLOYMENT SECURITY REVIEW, THE LABOR MARKET AND EMPLOYMENT SECURITY, as well as weekly local job lists and State-wide job inventories, are made available to high school counselors, and business school and college placement directors.

Twelve school counselors have been trained in the use of the ES DICTIONARY OF OCCUPATIONAL TITLES and the use of

Each counselee gets the counselor's complete attention when his turn comes.

PART IV Entry Codes as suggested fields of work on all referrals to the Employment Counselor. Thus, school and employment counselors talk the same occupational language.

The long-range program of cooperation between schools and the local office of the Division of Employment Security has been planned carefully and is operating for the best interests of youth and the community. It has been a strong factor in promoting community acceptance of the Employment Service.

JOHN DAWSON

Assistant Manager
Duluth Local Office
Minnesota State Employment Service

ONE thousand inexperienced entrants to the labor market—a yearly quota of graduating seniors! Add a sizeable group of school "drop-outs." The great majority confronted with the complexities of job seeking and orientation to the unfamiliar and complicated field of employment. A big problem and a problem requiring a comparable expenditure of time and effort for a successful solution.

The following are our efforts to date to meet this problem in Duluth: An ES Representative addresses all graduating classes in April or May and outlines ES services available with special emphasis on counseling and testing. Applications are taken from all those desiring assistance in seeking employment. ES Test Technician administers clerical proficiency and aptitude tests to all students graduating from commercial courses. This is a method of recruiting for clerical jobs, for which the supply of workers is inadequate at present. Special arrangements are made for those who desire counseling and testing.

The GENERAL APTITUDE TEST BATTERY proves an invaluable aid in placement and counseling as indicated by the results of the following experiment: 48 seniors (total graduating class was 52; those planning to enter college were eliminated) took the battery, complete applications were taken and test results including the Kuder Preference (administered by school) were entered on cards. ES personnel conducted training sessions for the school principal and the school counselor on use and interpretation of the test scores. Until the end of the school year each student was counseled either by the school people or ES counselor or both. The more difficult job cases were handled by ES counselors. Follow-up revealed that of the 48 boys and girls tested and counseled, 40 were working by July 1, and 28 of the 40 were working on jobs correlated with aptitudes revealed by test results; in 12 cases there was no relation of jobs and aptitudes. This is the best placement record the school has ever had. The success of the experiment was enhanced by a favorable labor market. Never had a student group been more "job conscious."

The counseling and testing of seniors is one area of emphasis; another is the "drop-out program." School officials automatically notify the ES counselor of each "drop-out" on a form devised for this purpose outlining the reason for leaving school and pertinent facts regarding the individual's school record. The counselor follows through by contacting the "drop-out" by mail or telephone and offering ES services. The usual counseling process follows.

One of the immediate purposes of the school program is to condition students to the value of counseling and make it easily available to all. This is accomplished by utilization of school and ES personnel and facilities on a cooperative basis. Result—quicker and more successful entry of the inexperienced to the labor market—to a *job*.

PAULINE K. ANDERSON

State Testing Technician
New York State Employment Service

PLACEMENT of young people in Oneonta, N. Y., is the culmination of previous cooperative effort between the school and the Employment Service. Some months before high school seniors are ready to enter the labor market, an Employment Service counselor addresses them as a group, tells them about the services the Oneonta local office is prepared to render and something about current and prospective job openings in the community. The school encourages the seniors who are not going on to college to register with the local office and discuss their occupational interests and potentialities with the counselor. Those who do so are then interviewed. The school furnishes data about each applicant's school record (courses taken, grades secured), tests given (intelligence, personality, and interest), and teachers' impressions of the student, together with any material relating to family background or home conditions, school adjustment, etc., which may be pertinent to the choice of a vocational goal.

On the basis of all this information, the counselor decides whether the GENERAL APTITUDE TEST BATTERY will be helpful in arriving at a suitable field of work for the individual or in confirming a choice already made. The school supplies space for the actual administration of the GATB. After the tests have been given and scored, the counselor plans her next interview with each applicant. This plan may involve the need for additional information from the school, or in some situations, for interpretative assistance. Since the two guidance counselors of the high school, one for boys and one for girls, have been given the same training in the GATB as our own Employment Service staff, they frequently are extremely helpful in a case conference where their more prolonged knowledge of the student is utilized to think through some of the more puzzling or obscure factors about any one individual.

During the interview, the counselor discusses possible vocational choices with the applicant, bringing to bear all the information she has secured about the person from her own interview, the school record, and the test results. When a field of work has been decided upon and the applicant classified in accordance with this plan, placement effort is begun. This usually, although not always, takes the form of individual telephone solicitation. Sometimes no solicitation is made, and the applicant is encouraged to seek employment entirely on his own, either because our possibilities seem restricted or because the counselor feels that such steps will be a helpful experience to the applicant.

On occasion the placement facilities of other Employment Service offices in the district are utilized to help place the applicant outside of Oneonta itself if it is felt that his opportunities are better in other nearby communities. Sometimes the applicant is encouraged to consider further training, either specialized or general, rather than a job. In such cases, the high school again is helpful in indicating scholarship possibilities or in securing the cooperation of other organizations in the community for financial assistance where it is needed to accomplish such an objective.

Although this program has the high school graduate as its special focus, the same kind of service is rendered the school drop-out and others. In a community of this size, most of the young people coming to the Employment Service have had recent contact with the high school. Even where this is not the case at all, however, the school still provides the Employment Service with space facilities for its testing—whether with the GATB, other aptitude tests, or proficiency tests.

Both the school and the Employment Service find that this kind of counseling and testing service has been of immeasurable value to the youth of the community. That the community itself feels so is well attested to by the local office's increased placements of its young people, by the publicity given the project in local newspapers, and by the increasing number of requests for such service from outlying schools.

NICHOLAS J. FRIZELLE

Supervising Interviewer, Winston-Salem Local Office
North Carolina Employment Security Commission

NORTH CAROLINA school principals and in particular those of the country schools, realizing their inadequate facilities for vocational training and the need

877528—50——3

for vocational training teachers and counselors, are trying in every way possible to remedy the ills and are reaching for any helping hand. This lack of vocational training and counseling is forcing the majority of graduates from the county schools into jobs which require no education or very little formal training and is causing graduates to become placement problems for the Employment Security Office and the employer. The only alternative which these schools have thus far is to continue the college preparatory training for the 90 percent who are bent on getting jobs after graduation from high school and accept the helping hand of the Employment Security Commission local office.

The Winston-Salem, N. C. office has instituted a year-round service to youth program for the 20 schools in Forsyth and Stokes Counties, N. C., which are in the same predicament as other county schools in this State. (The city schools are excluded because they have the facilities for vocational training and guidance.) This program includes not only the seniors, but also the juniors and sophomores and consists of this plan of action:

1. Whenever feasible, to administer the GENERAL APTITUDE TEST BATTERY to selected groups of students from the three upper grades of high school.

2. Give interpretation of the results of testing, discussing the advantage of taking subjects related to their aptitudes, or in off-school hours, to get a related job or work at a hobby to make up for the courses not available.

3. Give labor market information.

4. Counsel any student in need either at the school or in the local office.

5. Conduct a series of in-school radio broadcasts to all schools simultaneously, discussing subjects such as education, training, character, etc., in relation to occupations and the expectations of employers.

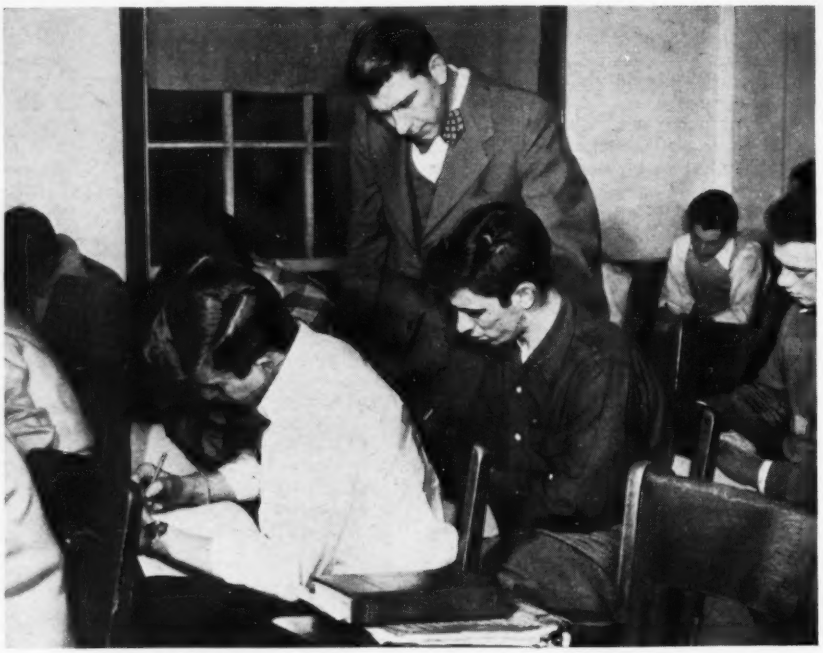
6. Register, test, and counsel the seniors before graduation. (Mass registration at the schools.)

7. Contact employers to develop openings for the seniors.

8. Maintain contact with the schools throughout the year, ready to advise and aid the students, making suggestions to teachers and principals.

9. Keep the public informed of the Service to Youth Program.

Thus it is that the Winston-Salem, N. C. local office of the Employment Security Commission is trying to foster better educational and training facilities for the high schools and to render aid to them so that upon graduation, the students will have less difficulty in getting the right jobs.



People differ in abilities to perform on each of the tests given. The tests provide clues to the applicant's strong and weak points.

High school senior commercial students taking the T62 which is one of the battery of tests given to the commercial students before being sent on the student placement program. The student sitting at right front is the daughter of the Governor of North Dakota.

L. W. FERRIS

Manager, Bismarck Local Office
North Dakota State Employment Service

EACH year the senior commercial students of the Bismarck high schools are placed by the Employment Service in local business establishments to gain practical experience. They are employed approximately 2 hours a day for a 6-weeks period in lieu of classroom work. Each employer agrees to see that the student in his employ receives typing and dictation assignments. Each employer is also given a rating sheet to score his employee. The rating sheet covers attendance, ability to learn, accuracy, neatness of work, speed, constructive thinking, and personal appearance.

The school uses this rating sheet as a basis for grades for the students. Each student is carefully interviewed and given proficiency tests by the State Employment Service. Selection and referral are based on test results, interest, future plans, and personal appearance. After graduation,

a follow-up is made to determine the number who secure permanent employment through the program. Of the 1948 participating class members entering the labor market, 62 percent were so placed, and in 1949, 57 percent of the class were placed.

As a direct result of our work with the schools, many of the other students apply for part-time, summer, and full-time employment upon completion or dropping out of school. Students are also requested to submit a rating of their employers. By receiving these comments on employers, weaknesses in training by the employers can be corrected.

FRANK E. GINTZ

Manager, New Philadelphia Local Office
Ohio Bureau of Unemployment Compensation

THE quality of our future labor force depends on the young people entering the labor market each year. Occupational guidance is therefore important. Beginning workers will thus acquire a better understanding of jobs, job opportunities, how to find the job for which they are best suited, and what an employer expects of them after they are on the job.

To achieve this end we work closely with the public schools. Aptitude tests are given in the schools to students contemplating taking vocational or clerical courses so that the school authorities can determine whether or not a student should enter the course. To date we have installed the GENERAL APTITUDE TEST BATTERY in the two largest high schools in the county. This is given to the senior class. All high school graduates entering the labor market are registered in the local office.

Excellent cooperation is received from the school counselors in preparing the youth to enter the labor market. Our counselor assists the school counselors in difficult vocational problems and keeps them supplied with all the information received by this office which would be useful to them in their work. The high schools supply us with the school records of students when they are helpful in placements. Drop-outs are referred by the counselors to the local office for guidance.

Shortly before graduation we contact employers and tell them of the qualifications of boys and girls who are leaving school. This results in a number of graduates being assured suitable jobs before they are graduated.

This over-all program is, at present, confined to the two largest high schools. Other schools will be added as rapidly as personnel and facilities permit. With 18 high schools in the county, it will take several years before all can be included, especially the larger ones.

GEORGE W. WISEGARVER

Technician, San Antonio Local Office
Texas Employment Commission

SERVICES to young people are directed toward high school seniors who, through choice or by reason of economic conditions, will enter the labor force upon completion of high school. Aid is not denied any young person who is looking for work but high school seniors constitute the largest single group in this category. A brief outline of each type of service follows:

1. *Aptitude Testing.*—This service is available, on a year-round basis, to all students who leave school and enter the labor force. School counselors refer the students to us for testing, counseling, and placement. This service reaches its peak in the months just prior to graduation when it is made available to seniors who will enter the labor force upon graduation. While it is available to any such student in the city, we emphasize it to the suburban high schools because of their lack of vocational guidance personnel.

2. *Applications.*—Each year prior to graduation time we make arrangements with each senior high school to take application cards on all students who will be seeking work at the end of the school year. At each school a day is scheduled on which application interviewers from our office monitor self applications for all students who will be seeking work. By doing this at the school, we eliminate the necessity for each student to make an office trip and we eliminate overcrowded conditions in our lobby arising from large groups of students coming to our office to register.

3. *Information.*—While occupational information is available at any time to all students seeking work, we stress this service during the last part of the school year. This information is given as group instruction by the local office Technician during study-hall periods so as not to interfere with class work. The course covers two study periods of 45 minutes each, and the following subjects are covered in the order named:

1. Presentation of Employment Service Facilities.
   a. Knowledge of employment trends—local, State, national.
   b. Familiarity with local employers and fields of occupational opportunity.
   c. Contact with out-of-town and out-of-State employers (clearance).
   d. Contact with other State employment services.
   e. Occupational counseling.
   f. Testing.
   g. Knowledge of working conditions, promotional opportunities and wages of jobs common to the community.
   h. General training necessary for specific jobs and job fields.
2. Finding Jobs Through Testing and Occupational Counseling.
   a. How to apply for a job.
   b. How occupational counseling is used in choice of specific jobs.
   c. Importance of aptitude-testing.
   d. Use of proficiency tests for typing and stenographic work.
   e. Availability of job preference in the community.
   f. Advantages and disadvantages of occupational fields.
3. Distribution of Appropriate Pamphlets.
   a. The Road to the Right Job.
   b. Others.

J. W. JOHNSON

Manager, Everett Local Office
Washington State Employment Service

WHENEVER and wherever there is public understanding of the purposes of and the benefits to be derived from a "Service to Youth Program," the program is not only accepted, but demanded as a public service in the community. This is the consensus of the staff of the Everett, Wash. Employment Service Office, where (in less than 2 years) the program has grown from an almost minute activity to one of major importance.

In the beginning this question posed a problem: "What, if any, program does the Employment Service have to offer from which young people entering the labor market may reasonably expect to profit?"

A rather exhaustive exploration of the possibilities developed three answers: (1) The placement service provided for all applicants with some emphasis on the development of job openings for youth with little or no work experience. (2) The inclusion of youth in an over-all entry worker's program, providing placement service and employment counseling for workers of all ages with or without work experience. (3) "A Program of Service for Youth," designed for young workers entering the labor market for the first time.

It was readily apparent that the third plan would best serve the purpose and at the same time would not limit services to other workers provided by the existing Employment Service programs one and two.

In the fall of 1948 the Everett office entered into an agreement with the Everett high school which provided for a two-fold specialized service to youth; the placement of students in connection with work credit programs; and a counseling, testing, and placement service to high school seniors who planned to enter the labor market upon graduation.

Almost immediately after this cooperative program became operative, both high school counselors and students began to appreciate the potential value of this service. As a result, high school seniors began to request these services on their own account. Through athletic and social activities in which Everett and out-

lying high schools engage, the word soon got around and three of these high schools are now being provided such services at the request of the students and high school counselors.

The only reasonable conclusion, therefore, is that students are quick to appreciate the potential value of an ES "Service to Youth Program," once they understand the benefits to be derived therefrom.

PAUL A. BORHAM

Employment Counselor, Stevens Point Local Office
Wisconsin State Employment Service

A YOUTH PROGRAM should be patterned to the needs of the youth of the community. In an effort to meet these needs in our community, we have formulated a plan which we feel has helped resolve the problems of out-of-school youth.

Our program of youth counseling began in the high school of our area 3 years ago and has been received with enthusiasm not only by school administrators but by employer groups as well. The need for an intensified program for youth came to our attention mainly through experiences in the local office. Younger age groups were experiencing difficulty in job adjustment for a variety of reasons: Many were vocationally undecided; some lacked the "know-how" of applying for a job; others, because of lack of interest or lack of opportunity, could not put to use the training which they received in high school.

In order to assist students in bridging the gap between school and employment we furnished the schools with Local and State Labor Market Letters and the State Inventory of Job Openings. We brought to their attention various publications available through the U. S. Department of Labor and other Government agencies. We received applications, through the self-application process, of each graduating senior who entered the labor market. We launched a counseling program, including the use of the GENERAL APTITUDE TEST BATTERY and INTEREST CHECK LIST, limited to those students who the principals, homeroom and guidance teachers felt were in need of this specialized service. So far, we have tested and counseled 287 graduating seniors. Each year the local office counselor has spoken to the graduating classes on employment opportunities in the local area, and on other matters that are of importance to job seekers. The high schools have made available to our agency pertinent school records of the graduating students.

Prior to June graduation, Employer Relations Representatives of the local office contacted employers of the community in an attempt to develop job openings for the graduates.

In some cases, interviews were arranged and jobs secured before graduating.

In the short time our program has been in operation, we are able to draw the following conclusions: (1) Placement of school youth has increased; (2) rural youth have been exposed to more job opportunities which, without our program, would have been unlikely; (3) the local office has had a larger source of young qualified workers to choose from; (4) problems formerly encountered with school youth have been partially eliminated; and (5) Youth Program has received wider community recognition.

Facts About Jobs

By **ROBERT HALBEISEN**

Supervisor, Occupational Information Unit
Michigan State Employment Service

THE young person leaving school usually faces one of the toughest problems of his life—deciding what to do for a living. He must answer several complex and difficult questions: What are his abilities? What jobs are open to him? What are the opportunities, advantages, and disadvantages of each job? Where can reliable job information be obtained?

Increasingly, young men and women are finding the answers to these questions in the local office of the State Employment Services.

This article deals mainly with the types of job information generally available. Everything mentioned will not, of course, apply equally to every city and to every State. Employment services differ from city to city, and State to State, because of local differences in population, industries, and the demand for information.

Local Office—Job Information Center

In most communities, the public employment service is the most important source of job facts. This is natural. Jobs are its daily business. The grocer knows groceries. Employment Service personnel know jobs. They also know the community in which they work, its employers, schools, government agencies, and other resources. A rich experience gained in depression and prosperity, in war and peace, has added to their know-how.

Under the coordination of the United States Employment Service, most of the Nation's jobs have been carefully studied during the past 16 years. Over 22,000 jobs, representing over 40,000 occupational titles, have been defined. Consequently, the Employment Service office represents the most important source of job information in the United States.

Local offices also draw upon the outstanding occupational research of other units of the U. S. Department of Labor, such as the Bureau of Labor Statistics (Occupational Outlook Service), and the Women's Bureau.

Giving information is part of the Employment Service task. Michigan employment offices, for example, provide Occupational Guides, Labor Market Letters, and other job information service, to over 700 secondary schools, 60 colleges, 350 libraries, 70 government

agencies, and 100 other organizations concerned in some way with the vocational guidance of youth. In addition, Labor Market Letters, Occupational Guides, and special studies are sent on request to a large number of employers and other citizens.

Employment services are accessible. Local offices are located in large and small cities in a widespread network all over the United States. Part-time service is maintained in a still larger number of cities and towns. An Employment Service office is usually close enough so that a young person can drop in and talk over his problems.

Types of Information Available

Job Descriptions.—A group of publications is devoted to describing jobs in the United States. These descriptions cover such facts as work done, specializations, working conditions, and other fairly constant aspects of jobs. The following publications of the United States Employment Service, Bureau of Employment Security, are in this category: The Dictionary of Occupational Titles (Volume I, Definitions of Titles; Volume II, Occupational Classification; and Part IV, Entry Occupational Classification), job description pamphlets, job description volumes, Occupational Composition Patterns, publications concerning scientific and specialized personnel, and the National Physical Demands Information Series. Many State employment services have also developed job description material.

Employment Opportunities.—Job outlook information is available in several forms. The whole national scene is covered in publications of the USES while the outlook by State and city is covered in publications of State employment services and their local offices:

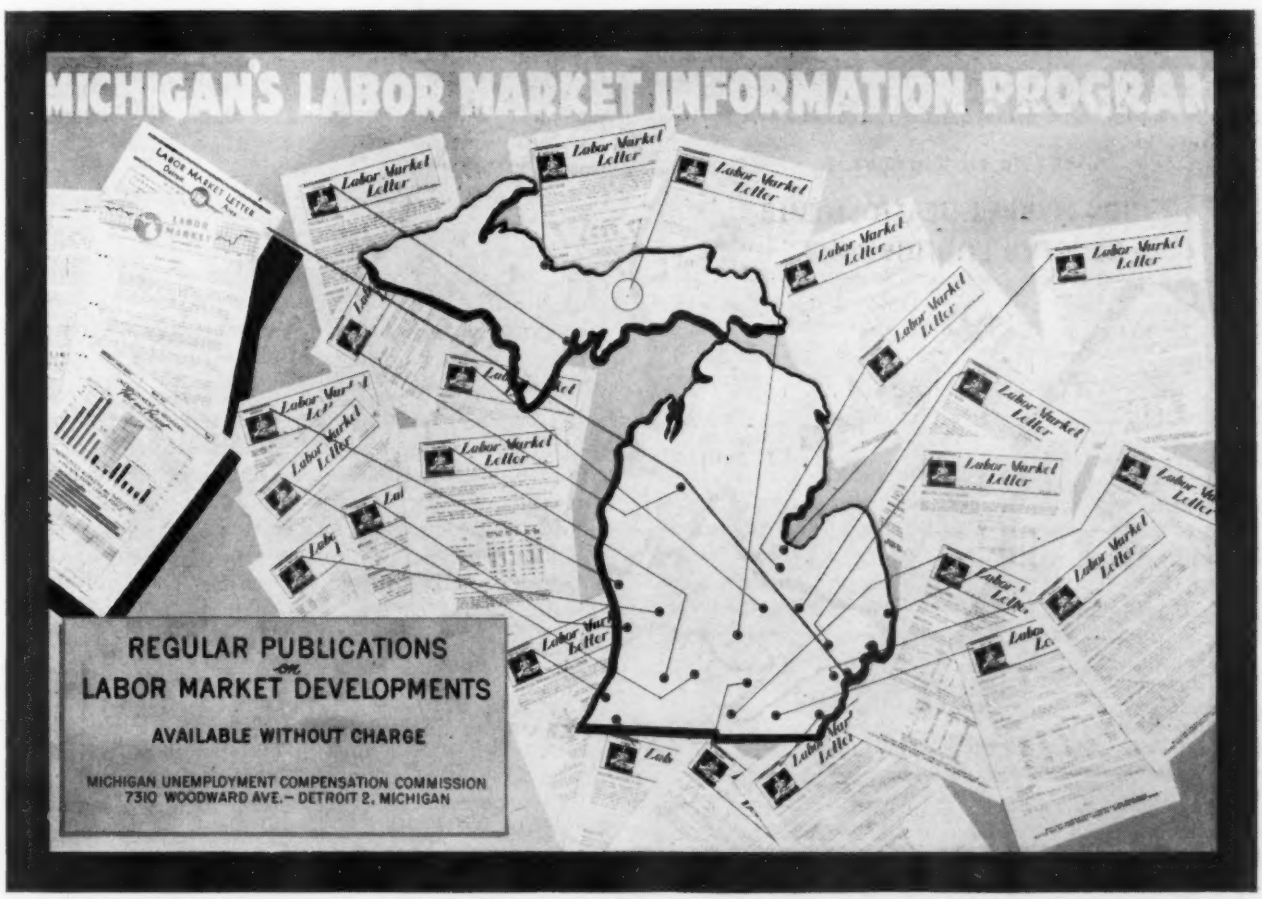
Occupational Guides tell about the prospects for specific occupations.

Labor Market Letters cover the broad trends of employment and unemployment which affect all workers.

Industry Surveys describe processes of work, number of jobs, and other significant aspects of such big sections of the world of work as merchant shipping, air transportation, and other important industries.

Unpublished Information is available to those who visit local employment offices. Counselors and other personnel are trained to keep track of the outlook for all jobs in the community.

Job Study Tools.—Occupational research techniques developed over the last 16 years are outlined in such USES publications as Training and Reference Manual



for Job Analysis, Guide for Analyzing Jobs, Physical Demands Analysis, and Physical Capacities Appraisal.

Job Descriptions—the Story of 22,000 Jobs

Four approaches have been used in presenting the picture of America's jobs: (1) Fields of work, (2) the Job Dictionary, (3) Individual Job Descriptions, and (4) Industry Studies. These were developed by the USES, unless otherwise indicated. They are described in the following paragraphs.

Fields of Work.—A simplified description of the whole national job picture is presented in the Dictionary of Occupational Titles, Part IV, Entry Occupational Classification. It was designed especially to help guide young people into jobs that match their potentialities. It classifies occupations into about 300 fields of work. These cover practically all job possibilities. The scope of each field is concisely described and, "entry" jobs are listed for each. Briefly defined, entry jobs are those which can be obtained by persons who have little or no work experience. The relationship to fields of work of various types of military and civilian training, casual work experiences, leisure-time activities, and personal traits, are indicated in a special section.

Job Dictionary.—The Dictionary of Occupational titles is the basic source book on American jobs. It contains concise definitions of over 22,000 jobs. More than 100,000 on-the-spot job studies were made to collect this information. The job descriptions are alphabetically arranged by title in Volume I. All titles and codes are listed in Volume II according to a carefully worked out classification system. Jobs are classified in seven "major" occupational groups (professional, clerical, service, agricultural, skilled, semiskilled and unskilled), about 600 smaller groups, and nearly 9,000 coded "classifications."

Dictionary possibilities are indicated by picking the name of some abstruse occupation like Paleontologist. What is it? Flip the pages. There is the answer:

PALEONTOLOGIST (Profess. & Kin.) 0–36.03. Studies fossilized remains of plants and animals found in geological formations. * * *

Individual Job Descriptions.—Over 250 job descriptions have been published in convenient pamphlet form. Most of them describe skilled occupations, but many are devoted to semiskilled, clerical, service, and professional occupations. Such factors as work performed, specializations, education or training required, physical requirements, working conditions, and related jobs are described. Over 100 of these pamphlets were released as job descriptions of "Occupational Guides."

A special group of publications is devoted to professional occupations. These are the Description of Professions Series, the Vocational Booklet Series, and the Handbook of Descriptions in Specialized Fields Series.

Industry Series.—The jobs of 16 industries have been rather completely described in a series of Volume Job Descriptions. Jobs are listed and described as they would occur in the departments of a typical plant or establishment. Descriptions cover work performed, equipment and materials used, working conditions, relationships to other jobs, and similar pertinent information. The over-all work processes and the products or services of the industry are described in a separate section. Similar studies have been made by many State Employment Services. For example, the Texas Service published an excellent hotel study in 1949. The North Carolina Employment Security Commission has published a comprehensive volume on furniture manufacturing jobs.

In addition, Occupational Composition Patterns have been published for over 50 industries. These describe industry processes and products, and contain lists of industry jobs arranged according to fields of work. Two publications in the National Physical Demands Information Series give detailed information on physical activities and working conditions in apprenticeable occupations and in laundry, cleaning, dyeing, and pressing occupations. These are very useful in working out suitable jobs for handicapped workers. Several States have made similar studies but many of these have not been published.

Employment Opportunities and Trends

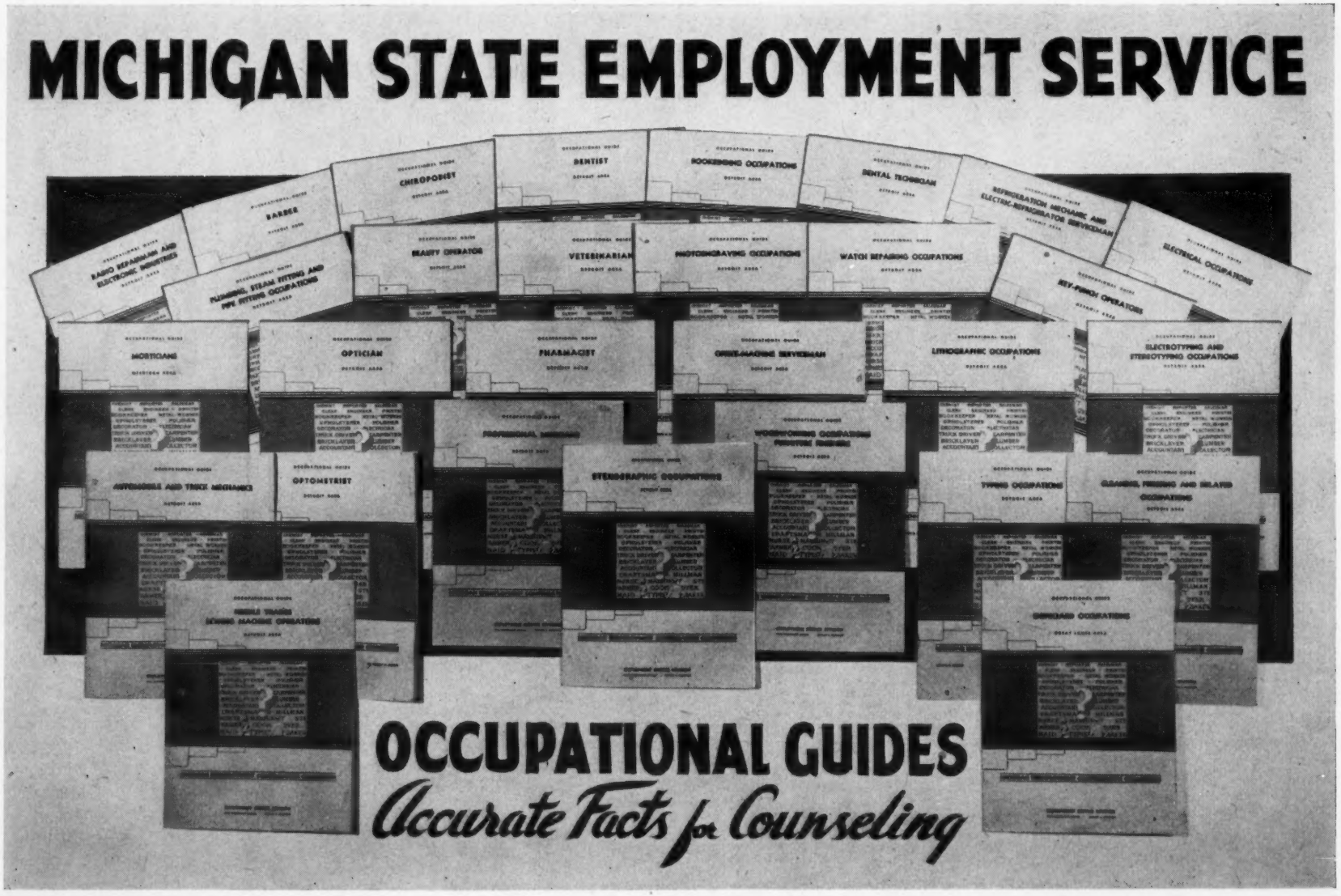
"Where can I find a job?" The National Employment Services offices work the year around to answer this disturbing and ever-recurring question. Occupational Guides, Labor Market Letters, Area and Industry Surveys, and local office records supply the answers.

Occupational Guides.—Key facts needed by young people looking for jobs are furnished in the Occupational Guides prepared by State and local employment offices. Each Guide usually covers one occupation or field of work. The labor market information included concentrates on close-to-home facts, such as the local number of workers in the occupation, job openings per year, intensity of job competition, employer hiring requirements, earnings, working conditions, chances for advancement, training facilities, and hiring channels.

Local publications are summarized and supplemented at the Washington level to provide a series of Occupational Guides which present the Nation-wide outlook for each occupation.

Labor Market Publications.—In every city, employment service workers carefully watch employment trends in all industries. The results of this observa-

REVISED lists of publications will shortly be issued by the Bureau of Employment Security in Washington, D. C. These will give information on how to obtain publications which are free and which are available through subscription to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.


MICHIGAN STATE EMPLOYMENT SERVICE
CHIROPODIST
DENTIST
BOOKKEEPING OCCUPATIONS
DENTAL TECHNICIAN
BARBER
BEAUTY OPERATOR
VETERINARIAN
PHOTOENGRAVING OCCUPATIONS
WATCH REPAIRING OCCUPATIONS
ELECTRICAL OCCUPATIONS
MORTICIANS
OPTICIAN
PHARMACIST
OFFICE-MACHINE SERVICEMAN
LITHOGRAPHIC OCCUPATIONS
ELECTROTYPING AND STEREOTYPING OCCUPATIONS
AUTOMOBILE AND TRUCK MECHANICS
OPTOMETRIST
STENOGRAPHIC OCCUPATIONS
TYPING OCCUPATIONS
OCCUPATIONAL GUIDES
Accurate Facts for Counseling

tion appear in periodic news letters and occasional special labor market studies. The broad employment trends affect the outlook for all jobs, but particularly control the outlook in semiskilled and unskilled jobs. Trends by industry indicate specifically where hiring or lay-offs are occurring. Special labor market studies usually describe basic community industries, employment trends over several years, estimated future prospects, and other factors which indicate the long-time outlook for the community. Local labor market letters (usually published monthly or bimonthly) summarize and explain recent employment changes. State letters present trends and developments of State-wide significance.

THE LABOR MARKET AND EMPLOYMENT SECURITY, prepared in the Bureau of Employment Security in Washington, D. C., outlines national employment conditions. In it, the outlook facts for over 100 leading cities are reported and compared. Information on industries and specific occupations is also presented.

Labor Market Information.—Basic Industry Surveys were published at the National level; current articles appearing in the LABOR MARKET AND EMPLOYMENT SECURITY provide latest available information on employment trends and conditions in individual industries. Basic statements are now out of print, but may be consulted in most local offices and many libraries. The basic surveys describe products and services, explain basic processes, and indicate the main geographical areas in which the industry is centered. Types of jobs, wage levels, and employment trends are also covered. Some State services publish similar industry information. The Colorado Service has published very interesting material on its laundry industry.

Local Office Records.—Employment Service counselors and interviewers can answer a lot of questions because of their day-to-day familiarity with local employment developments. They know who is hiring, because requests for workers appear in their job order files. They know what establishments are laying off, because workers from such plants come to the office seeking work and unemployment compensation. They can make good estimates about conditions in particular occupations and industries by checking the records.

Many Michigan local offices have developed outstanding Job Index Records. The Index contains a card for each occupational field in the community. On each card are listed the employers who use workers in the occupation, and the number they employ. The Index yields quite accurate figures on local employment by occupational field.

From the foregoing it is apparent that a lot of facts about our complex job world are available in the nearest local employment office. Employment Service workers are trained to interpret this information, to help young people use it to good advantage, as well as to help them analyze their own abilities and interests and measure these against opportunities.

A Year-Round Community Guidance Program

By **VICTOR B. SHOEMAKER**

Counseling Technician, Kentucky Division of Employment Service

THE Alliance for Guidance of Rural Youth, a national organization, has long been interested in Harlan County, Ky., a rural-industrial area where effective work might be done in the guidance of rural youth. Their studies show that out of each thousand students enrolling in the first grade, only 850 enter high school; 425 enter college; 70 graduate from college; 9 get a master's degree; and only one a doctor's degree. These unbelievable figures spell out the guidance job.

Kentucky is above the national average in the number of "drop-outs," and eastern Kentucky is even above the State's average. Harlan County, Ky., has perhaps a greater problem than the rest of the State. Of the 18,000 children on the census rolls in the age-group 6 to 18 years, less than 14,000 were enrolled in the 1949–50 school year. Attendance for a lot of these will be irregular, with many "drop-outs" during the year.

The writer once served as attendance officer in the Harlan County school system. At the time, a study was made to find out why 1,800 boys and girls, between the ages of 6 to 18 years, quit school each year before completing their grades. We interviewed about 400 of these as well as their teachers and parents. The reason given most frequently by teachers and parents was that the schools are not meeting the needs of the students. The students gave a variety of reasons for quitting school: "I just couldn't learn anything;" "I couldn't learn to spell;" "arithmetic was too hard."

The Harlan County Youth Guidance Institute, held yearly, is sponsored by the county and city Boards of Education, the Harlan County Council of Social Agencies, the County's Chamber of Commerce, and the Lynch Board of Education. The purpose of the Institute is to help Harlan County's boys and girls to become happy, useful, thinking citizens, by improv-

ing the school and community's ability to understand pupils and their problems, and to identify and meet their needs.

Approximately 600 teachers attend the Institute, and schools in the county dismiss their pupils to attend the 3-day session. Leading educators and Federal and State guidance personnel act as consultants and discussion leaders. In 1949 the Institute had consultants from the U. S. Employment Service, the State Employment Service, the U. S. Office of Education, the State Department of Education, South Carolina, the International Harvester Co., Benham, Ky., the Division on Child Development, the American Council on Education, Washington, D. C., the Vocational Guidance Supervisor, State of North Carolina, the Kentucky State Department of Education, the Presidents of Berea, Eastern, Union, and Morehead Colleges, the State Department of Health, and many others too numerous to mention.

Guidance Committee Active

In 1948 the Institute appointed a Vocational Guidance Committee to follow up some of its recommendations. This Committee has been very active. It met regularly and set up definite objectives for the school year, 1948–49. At a meeting held in February 1949, the Committee made a report of its findings and recommendations as follows:

1. Studies show that most young people in the county do not go beyond high school; too many withdraw from school before completing elementary or high school; and approximately 80 percent of the county youth must migrate from the county for employment.

2. The youth of the county want and need occupational information and vocational guidance.

3. Proper guidance is needed to: (*a*) Afford reasonable chance for right choice for a field of work; (*b*) effect an economic saving to the individual as well as to the employer; (*c*) broaden the vision of youth as to opportunities, both within and outside the county; (*d*) inspire confidence as to an individual's fitness and ability to approach prospective employers for employment; (*e*) readjust returning veterans and displaced war workers returning to the county.

4. There are inadequate vocational training facilities and school bus transportation facilities to the Area Trade School, and the present Area Trade School is being used by returning veterans to the exclusion of county youth and others.

5. There is a need to give vocational guidance: (*a*) To school youth on an individual basis at any grade level, as the need arises, and on a group basis, beginning with the seventh grade; and (*b*) to out-of-school youth and adults, either individually or in groups.

The Committee recommended that certain immediate steps be taken; that county school principals get together to set up a pilot vocational guidance program in one or two selected high schools as a basis for extending a uniform program to all county schools as soon as feasible. The pilot program would include: (1) Training of selected teachers in fundamental counseling and vocational guidance techniques; (2) establishing an occupational information circulating library with bibliography listed in the teachers' manual and posted on school bulletin boards; (3) arranging classes on "occupations"; (4) arranging trips to Area Trade Schools and local industries and shops for classes of interested groups; (5) arranging classes in job-hunting techniques for school leavers; (6) establishing liaison with employment service counselor for exchange of occupational and labor market information, both local and outside the county, which will be incorporated into the classes on "occupations"; (7) installing experimental aptitude testing program using various aptitude testing and interest inventories, including those developed by the United States Employment Service.

The Committee also recommended a long-range program along these lines: (1) Develop county-wide occupational information and vocational guidance program based on pilot program as set forth above; (2) increase vocational training facilities for in-school and out-of-school youth and adults, both as to equipment and types of courses; (3) establish industrial art classes in each school; (4) arrange for more adequate bus transportation from all parts of the county to the Area Trade School; (5) explore thoroughly the potentialities for developing new industries in the county in order to provide additional employment opportunities for county youth in various fields. State, Federal, and other expert agencies should be consulted, as recommended in the 1940 Pine Mountain Guidance Institute, and the Harlan County Planning Council should arrange for leadership and responsibility for this activity.

Employment Service Makes Its Contribution

Local and State Employment Service representatives gave detailed explanations of their programs: Employment counseling, service to youth, selecting and training of counselors, the continuous on-the-job improvement training. They also stressed the importance of community participation in the counseling service and the importance of a close working relationship between the Employment Service and the schools in the youth guidance program. The GENERAL APTITUDE TEST BATTERY was described and its importance as a counseling tool explained.

The Committee sought Employment Service assistance in reaching the objectives mentioned above, and was assured that the fullest cooperation would be forthcoming.

At a subsequent meeting with eight county high-school principals and the Harlan City School principal the Committee developed the following plans:

1. The State Employment Service would provide training in counseling techniques, and in the adminis-

tration, scoring, interpreting, and use of GATB results in counseling and guidance.

2. Two selected teachers from each high school would take the training, and the county board of education would grant permission to take this training on school time.

3. The State Employment Service would provide the high schools with the DICTIONARY OF OCCUPATIONAL TITLES, PARTS I and IV, interest check lists, occupational and other information to help the youth counseling service.

4. The Employment Service would place each high school on the mailing list to receive the "Kentucky Counselor."

5. The county and city school system agreed to furnish the Employment Service with a separation form for all students of employable age who quit school or who graduated and did not plan to go to institutions of higher learning. This separation form should contain a copy of the GATB, test results, subjects studied in school, school grades made, personality traits, etc.

6. The Employment Service Counselor would maintain a close-working relationship with the schools, assisting the school counselors and students with their guidance problems.

7. The Employment Service would furnish sufficient copies of the GATB and apparatus tests to start the guidance program in the "Pilot School."

Formal counseling training was given to 23 high school teachers and principals during the week of March 22–26, 1948. The training on the GATB was given during the first full week in April. The test was installed in one high school which was designated the "pilot school." The local office counselor gave close supervision and follow-up to the Harlan County and City school systems and provided technical assistance in connection with the program.

Late Start Hinders Effectiveness

The testing and counseling program was not too effective the first year because we got started too late in the school year. The following year, in order to set up a year-round guidance program, our local office counselor called on the principals of the high schools and the Director of Curriculum of the County Schools early in August 1949, before school started. The schools were very anxious to get the program under way as early as possible in the school year.

The school representatives were "sold" on the counseling program idea and the GATB as a counseling tool. In setting up a year-round guidance program the local office sought the assistance of the counseling technician in the State Office. Early in August the State Counseling Technician met with the local school authorities and the Local Office Manager. The following program was organized:

Beginning October 10, 1949, the counselor began to administer the GATB to the seniors and students, age 16 years or older. A regular schedule was worked out for the counselor to continue this program in each of the seven high schools. Before the counselor administered the test, the students were registered in small groups with the use of self-application procedures. This received the approval of the principals, as they agreed students should have experience of completing job application forms. The counselor uses the application for recording test results and counseling information, after talking to each student tested about the results in connection with his interest and objectives. A schedule was worked out for the counselor to revisit each high school beginning in February. The purpose of this visit was to talk with the students who were actually entering the labor market at the close of the school term. This afforded an opportunity to assist the students in arriving at an employment objective. The counselor was then in a position to develop job opportunities through her regular employer-visiting program.

Each of the seven high schools agreed to purchase a film after the interest and test results of the students were studied. These were vocational films such as "Your Life's Work as a Machinist," "Your Life's Work as a Stenographer," etc. These films were used by the counselor and the teacher in follow-up of tests and initial counseling.

Provision for School Drop-outs

The principals agreed to furnish the local office counselor a separation form for all drop-outs and the seniors entering the labor market. This separation form was worked out by the technical staff in the State Employment Service Office. It was agreed this separation form should contain the information: School grades, achievement test data, aptitudes and interest test data, counseling statement by school counselor, personal traits significant for employment counseling, record of extra-curricular activities.

The Assistant Superintendent of Schools requested his high-school principals to send him each month a triplicate list of all drop-outs 16 years of age and over. He kept one copy, sent one back to the principal, and sent the third to the local ES counselor. This list carries the student's name, address, school grade completed, and the reason for quitting school. The principal sent the student a letter inviting him to visit the local office counselor. A similar letter was sent to the student from the County School Superintendent's office, and he received a third letter from the local office counselor inviting him to the local office for an interview with the counselor. At the end of each month the local counselor checked the list of those reporting to the local office. The list was then returned to the Assistant Superintendent, who in turn sent the list back to the appropriate high school principal asking him to determine what the boy or girl was doing. It is felt that it is important to help this group which drop out from high school since they too often are neglected and may need help even more than the graduates.

The counseling technician explained to the group that the time element that would be involved in testing and counseling all high-school seniors, and those students 16 years of age and over, would probably make the task too big for the local office counselor to undertake in all seven high schools. The Assistant Superintendent of Schools, therefore, wanted to know if the Employment Service could present the counseling and testing program to a selection of teachers from the seven high schools.

The Employment Service agreed to provide this training and scheduled it to start the week of September 19–23, preceding the Harlan County Youth Guidance Institute.

Assigned to the training were J. Hayden Roache, of the Training Unit in the Central ES Office, and Victor B. Shoemaker, Employment Counseling Technician, of the Counseling Division. Some 19 teachers and the local office counselor took the training. The following week, two employment counseling technicians attended the Youth Guidance Institute as consultants, acting as discussion leaders in two groups: Those interested in "Vocational Adjustment" and "The Teacher as Counselor."

We are convinced that the Harlan County Schools are counseling conscious and, as a result, a year-round Youth Guidance Program is now organized. Within the resources available, the curriculum is being adjusted to the needs of the children so they will come to school and stay long enough to discover and develop their potentialities.

Facts by Television . . .

So You'd Like a Job

By C. PIERCE TAYLOR, *District Manager*

and

BERNARD ORR, *Supervisor, Industrial Services*
Pennsylvania State Employment Service, Philadelphia, Pa.

"IN A few weeks you will be marching down high school commencement aisles * * * most of you will soon be facing the down-to-earth problem of finding jobs * * *."

The speaker was Miss Dorothea Paul, a supervisor in Philadelphia's Public Schools, Division of Pupil-Personnel and Counseling. Her voice came at the beginning of a television program sponsored by the Philadelphia School System and presented on May 25, 1949, through the courtesy of WPTZ, which is Philadelphia's NBC network station.

The half-hour program had been planned as part of the school system's responsibility for acquainting young people with "job-facts"; it was beamed not only to senior high school students but to other young people about to enter the labor market.

Despite the tremendous amount of work necessary to develop this half-hour telecast, it was not difficult to arouse interest in the project. Not only were leading school authorities and a representative of the Pennsylvania State Employment Service active, but prominent commercial and industrial leaders readily agreed to serve as employment experts on the panel. The portrayal of the GENERAL APTITUDE TEST BATTERY, a demonstration of the manual dexterity tests, and the presentation of the pamphlet "What's the Right Job for You?", were suggested by the Pennsylvania State Employment Service as illustrative of the service available through the employment service.

The student audience was recruited from 12 different public, private, and parochial schools in Philadelphia and vicinity. Each school selected as its representatives the students whose interest in employment problems was likely to result in a constructive contribution to the program.

It was out of this marshaling of community resources that Miss Paul's voice came to the general public. And none heard the words, "So you're looking for a job * * *" with more interest than approximately 15,000 students in Philadelphia's Senior High and Vocational Schools who had assembled before television sets in their homes or respective schools.

With the purpose of the program outlined, Miss Paul proceeded to introduce two employment experts from the business world: Robert Hilkert, vice president of the Federal Reserve Bank, and Barclay Jones, production manager for the E. G. Budd Co.

Following introduction of the student members of the panel, Mr. Hilkert proceeded to describe a recent interview he had had with a high school graduate. Slowly the televised panel "faded out" and in its place a dramatized version of the interview flooded the screen.

Peggy Billings, a drama workshop student at the South Philadelphia High School for Girls, became the job seeker in Mr. Hilkert's story. Breathlessly, she dashed into his office, her arms burdened with pack-

ages, costume jewelry cluttering her neck and arms. She bumped a large paper bag into Mr. Hilkert's face—an inadvertent and unrehearsed "bit" that provided a realistic touch to the interview. Peggy's other blunders—and she committed every faux-pas during the interview—were intended to demonstrate the most inappropriate methods of applying for a job. Mr. Hilkert eased her out of his "camera's eye" office, breathed what seemed a most appropriate sigh of relief, and then—reverting to his role as panel expert—invited comment of Peggy's method of applying for a job.

One girl in the audience suggested that Peggy should have used self-appraisal tests and the resulting profile to improve her application technique. This afforded an opening for the camera to pick up the profile chart while Robert Taber, pupil-personnel and counseling division director, explained its use.

Another girl suggested that Peggy might have had the benefit of the Pennsylvania State Employment Service aptitude tests and counseling. Here again a flashback showed Peggy working at an Employment Service manual dexterity board. This gave Mr. Jones an opportunity to comment at length on the importance of aptitude tests. To illustrate one of his points, he described a recent interview at his plant. Again, the panel faded out and Bill Jarvis, a student member of the panel, took his place to dramatize the interview with Mr. Jones.

Bill slouched in his chair, and after some questionable comment about Mr. Jones' plant, he proceeded to indicate his willingness to start work in an executive capacity! As experience, he proudly related how he had left one job because of differences with his foreman, and quit still another because he had been asked to dirty his hands.

Mr. Jones finally offered Bill a job as stock boy. Bill's reaction was prompt—almost explosive: he demanded a review of his application, forcefully emphasizing that he was about to become a high school graduate. And then—before Mr. Jones could recover his second wind—Bill blithely condescended that since he was contemplating a month's vacation anyhow, he would be glad to consider a job offer by the Budd Company when he returned from his vacation.

After Bill's exit, Mr. Jones' invitation for studio audience comment was hardly necessary. Their's was an eager readiness, and the result was business-like dissection of Bill's personal attitude as revealed during the interview. One comment by Mr. Jones prompted a member of the studio audience to mention the Pennsylvania State Employment Service pamphlet, "What's the Right Job for You?" In a series of closeups, the camera scanned the pamphlet and brought into focus its most significant features.

A lively discussion followed between the young people in the audience and the panel experts, Messrs. Hilkert and Jones, in regard to proper preparation for an employment interview, as well as behavior during its course. This led to mention of cartoons and illustrations. Mr. Jones was ready; he produced the Yale University collection on the subject of job hunting. These excellent drawings were also scanned by the camera to the accompaniment of comment by Mr. Jones.

In closing, Miss Paul reviewed the entire discussion, mentioned community resources available to new job seekers and urged all young people to avail themselves of these resources in their quest for jobs.

While television is not offered as a panacea for all job-seeking ills, it is suggested as one more method of bringing to the attention of young people basic facts about job-seeking and labor market conditions. Programs of this type must be to the point, friendly in spirit, informative. Because of the expense to the station, the television director can be relied on to restrain "long-windedness." However, it is still left to the agencies planning such a program, or cooperating in its presentation, to make their contribution as natural and to the point as is consistent with the type of material being presented.

There is room on a program of this type for the utilization of persons with a flair for the dramatic, and, in the case of this particular program, the effect was achieved by the selection from the schools, as panel members, those students who, in addition to having an interest in employment programs, also had the ability to give a good performance before the camera. All in all, the program produced by WPTZ was a most effective one.

"School Today—Work Tomorrow"

(Continued from page 14)

As might be expected, "careers week" is a method used by the public schools (1) to impress students with the importance of choosing a career at an early stage so that appropriate academic and part-time work schedules can be arranged, (2) to provide accurate information to help them make the right career choice, and (3) to tell them as much as possible about their indicated choices by providing specialists to speak on the various occupational fields which have been selected.

Everyone knows the value of useful work experience and that coordinating part-time work schedules and academic study with aptitudes and interests can make an important contribution to the basic problem—permanent placement on a suitable job.

Effective cooperation between two such highly specialized public institutions cannot be possible without a mutual understanding of the over-all service to be rendered as well as the methods and facilities which are available for use by both contributors.

In Youngstown, vocational guidance teachers in the high schools have been trained in the use of the entry occupational dictionaries. In turn, Employment Center officials are always invited to be on hand for discussions concerning the academic courses to be offered. As a result, school officials and Employment Center officials meet regularly to exchange ideas and to coordinate their individual efforts.

Use of Occupational Information in the Classroom

By GERTRUDE FORRESTER
Head Counselor, West Side High School
Newark, N. J.

ONE of the principles of vocational guidance is that the counselor or teacher does not determine for the pupil what occupation he shall prepare for, but that he provides sources of reliable information upon which the pupil may base his own choice. Some information about occupational opportunities and requirements and sources of printed data is imparted in the individual interview and the reading which may be an outgrowth of the conference. Other information may be presented by methods such as career conference, interviews with workers, assembly speakers, and visits to observe working conditions. However, the greatest amount of printed occupational information is disseminated through classroom activities and assignments. Librarians testify that the occupational books and pamphlets circulate much more widely when they are being used for class work.

A Bird's-eye View

In English, citizenship, and social studies, class work may give a panoramic bird's-eye view of the world of work, showing the nature and extent of occupational activity. In classes in mathematics, science, and practical arts, the vocational implications of the specific subject fields may be presented.

Provision for motivating pupils to acquire information about the world of work and to acquire specific information concerning the occupations under consideration is made in some school systems by (1)

Exposure to information about a greater variety of jobs will put young people in a better position to make a vocational choice.

Some people get more from reading about occupations than from being told about them.

requiring a written report; (2) allocating time during National Boys and Girls Week for visits to places of business and professions, preceded by a study of occupations of interest; (3) setting aside a day for career day conferences with speakers from industry, preceded and followed by study of occupations under consideration; (4) preparation of book displays; (5) selection of material for the occupational collections; and (6) enriched assignments.

Report of Investigation of Specific Field of Work.—To acquaint pupils with sources of information regarding occupations, and to develop in them the technical skill to locate, use, and organize available library information, the ingenious teacher encourages his classes to use these materials in preparing a written report of an occupation. Before and after investigating the occupation selected, the pupil should also be encouraged to analyze his physical capacities, his intellectual grasp, his economic resources, and his tastes, to rule out any occupation in which he would be unsuccessful and unhappy. Another objective of the project is to help pupils learn the techniques to be used in investigating occupations.

Special Incentives

To motivate this study and use of the printed information, some schools offer special incentives. In Spokane, Wash., for example, all community organizations participated in a program during the 1949 National Boys and Girls Week, which included a vocational essay contest with scholarships as prizes. In North Arlington, N. J., a 1949 Honorable Mention Award for National Boys and Girls Week was received for a program including the preparation of career books for credit in English and social studies. Members of community organizations and service clubs read the vocational essays and presented awards of merit.

For a number of years in West Bend, Wis., the author directed a project whereby all high-school students prepared a written occupational report for credit in English and social studies. The service clubs in the community read and commented on the essays and offered vocational trips, try-outs, and experiences

---

Boys and Girls Week is observed each year from the last Saturday in April to the first Saturday in May. It is carried through in cooperation with service clubs and other civic groups focusing attention on the interests, activities, and problems of youth.

Boys and Girls Week will be observed this year in hundreds of communities throughout the United States and Canada from April 29 to May 6. The celebration this year will mark the thirtieth annual observance of this important youth event.

With the theme, "Youth's Responsibilities," the program is designed to focus public attention upon the interests, activities, potentialities, and problems of youth and to give impetus to character-building activities of youth-serving agencies. It calls attention to the organizations and programs serving the needs of youth, and seeks to arouse the interest of the entire community in supporting measures to strengthen and insure the wholesome, purposeful development of all boys and girls.

The activities planned for the observance emphasize important factors in the growth of youth, including citizenship training, education, recreation, occupational guidance, home life, religious education, health and safety, tolerance and understanding among nations and peoples, and membership in boys' and girls' organizations. Plaques will again be awarded to those communities sponsoring the best Boys and Girls Week observances in the United States and Canada.

A manual of suggestions and a poster are available from National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1, Ill.

---

related to the pupils' choices. Pupils received three suggested outlines and were requested to quote, with correct footnote documentation, from the materials in the occupational libraries. Considerable elasticity was allowed in the formulation of the plan and the pupil was free to select methods of acquiring and presenting the information. Special plans were devised to acquaint the pupils with reliable sources of occupational information, to develop skill in using these sources, and to judge their reliability.

Setting Aside Time During Special Week.—In Nyack, N. Y., the career planning of the year culminates in vocational essays prepared for National Boys and Girls Week, the election of students to fill all public offices in the community, and a vocations day with boys and girls invited to visit industry. The essays written in social studies classes show a surprising acquaintance with the publications of the U. S. Department of Labor; they are filled with pictures, charts, and drawings, revealing considerable research.

In Minneapolis, the social studies teachers conduct an orientation unit, varying from several days to several weeks, to prepare senior classes for the job conferences held at places of business of the conference leaders. Study, reports, reading, and discussion precede and follow the conferences and tours.

Career Day Conferences.—On some occasions, the time before and after career conferences is utilized to investigate occupations. In most of the Newark, N. J., high schools, discussion periods are held in the classrooms before and after the career conferences. Many classes meeting in the periods following the group discussions invite the career leaders to talk to them on specific subjects; as for example, chemistry, journalism, and art.

Preparation of Book Displays.—As the books are being read and discussed, pupils like to share their opinions with others. To encourage this expression and to stimulate further reading, rotating groups may be asked to prepare bulletin board and table displays of occupational books and pamphlets. For these displays, pupils are urged to use only pamphlets, books, or jackets of books they have read and are willing to recommend to their classmates. Some group posters may be titled according to subject fields: "Vocations in Science," "Vocations in Agriculture," "Working with Words," and so forth.

Study Printed Information

Selection of Material for Occupational Collections.—Asking pupils to select books or pamphlets to supplement the library or classroom files induces them to investigate available printed information, to examine it critically, and to become aware of existing material. If pupils feel the need for procuring reliable up-to-date leaflets or pamphlets, they will use the indices more intelligently and will learn how to evaluate material more carefully. The recently revised "Standards for Use in Preparing and Evaluating Occupational Literature"* may be helpful. Pupils may be asked to read and evaluate some of the pamphlets in the guidance office collections to select some of the best for duplicate copies in the classroom or school library collections.

Enriched Assignments.—In the public employment offices, the DICTIONARY OF OCCUPATIONAL TITLES is used to facilitate proper classification and placement of work seekers. In the classroom the Dictionary has another function. It is used as a basic reference tool to (1) provide information describing occupations, (2) give a bird's-eye view of the classification structure of the wide range of occupational activity, and (3) standardize terminology. It also acquaints young people with the fact that a Dictionary exists which defines 22,026 occupations and in which related titles and definitions are classified and presented under the appropriate base titles and definitions.

Role of the Employment Service

Occupational adjustment can be achieved only on a foundation of authentic and comprehensive information about the kinds of work that exist, employment conditions, and opportunities. As results of occupational research become available, they should be utilized in the vocational guidance program and in the classroom. Much of the information on which the youth will base his choices must be derived from books and pamphlets. Since the pupil should not have decisions superimposed upon him but has the right to make his own choices, the teacher and counselor should quicken within the pupil the desire to read vocational books and printed occupational information. It is only by reading them that he will become acquainted with them and will have a foundation on which to base an intelligent choice.

In well-regulated schools, occupational literature is put into the hands of classroom teachers by the vocational counselor, who is both experienced in locating it and especially interested in finding it. But most schools in the United States do not have a person trained in vocational guidance on their staffs. In such communities the supervisor of the local Employment Service can render a needed service by supplying the high school and junior high school with current information about the local labor market, lists of publications on the national occupational outlook, and most important of all services, can offer the library facilities of the Employment Service office to teachers and interested boys and girls.

**Occupations XXVIII pp. 519-524. February 1950. Reprints are available from the National Vocational Guidance Association, 1424 Sixteenth Street NW., Washington 6, D. C., at a cost of 10 cents a copy.*

Vocational Guidance Becomes An International Service To Youth

By **HARRY A. JAGER**

Chief, Occupational Information and Guidance Service
Office of Education, Federal Security Agency

YOUNG people will have noted that many luxuries tend to become commonplace and then necessities. The automobile was first the privilege of the rich man in his cap, goggles, and duster. From there it became the treasured family possession taken out by father on holidays for the carefully planned trip. Now it is a likely perquisite of almost any high school boy old enough to get a driving license and fortunate enough to possess a minimum amount for purchase and upkeep.

Vocational guidance services are following pretty much the same pattern. Perhaps a majority of young people in their first jobs today went to work without the benefit of any very good vocational guidance services. The oncoming generation of young people will be more widely furnished with counseling in their high schools or in their employment offices. Tomorrow these services are likely to be regarded as necessities, not merely by young people themselves, but also by employers, labor organizations, and all other groups interested in the progress and prosperity of the country.

One of the certain symptoms that an idea has become a necessity is its international recognition. Highly developed countries with ample resources are likely to be pioneers in some form of social or economic progress. Other countries follow, and finally interested international groups try to extend the benefits to the less developed areas of the world. You have all read about progress of this kind in such things as vaccination, quarantines, and other measures of preventive medicine. This article tells you briefly about how vocational guidance is becoming recognized as not a luxury, but a necessity, all over the

Securing agreement at an International Conference. Working out an important document involves many small conferences on knotty problems. Here at the ILO meeting at Geneva, Switzerland, in 1949 the representatives of the United States, Australia, and Great Britain discuss points in the Recommendation on Vocational Guidance. From left to right: Harry A. Jager, United States; James W. C. Cumes, Australia; and Harry G. Gosney, Great Britain.

world, and about one means by which its widespread adoption may be accomplished.

Sixty nations participate in the International Labour Organisation. The Soviet Union is the only great power which is not a member. Since 1919, before either the old League of Nations or the present United Nations was in existence, the ILO, as it is familiarly called, has been discussing and urging nations to adopt measures approved by conferences of government, employer, and worker delegates for the improvement of the economic and social conditions of workers. After recommendations are approved by the annual ILO conferences, member nations are obligated to bring them to the attention of their appropriate domestic authorities, with a view to taking whatever action they see fit.

After several years of informal discussion and two years of intensive study, the ILO Conference held in Geneva in 1949 adopted a Recommendation urging that all of its members provide vocational guidance services within their own countries.

Space prevents describing how the subcommittee, composed of representatives of governments, employers, and workers of approximately 30 countries, studied the matter in detail and how the recommendations of the subcommittee were adopted unanimously by the Conference. But you will be interested to know the principles concerned. In brief the ILO recommends that each person, if he so desires, should be helped with the problems of choosing his job, and training for it, in terms of what he is able to do best and what chances there are for getting work in that field. It is also pointed out in the Recommendation that "vocational guidance is based on the free and voluntary choice of the individual; its primary object is to give him full opportunity for personal development and satisfaction from work with due regard for the most effective use of national manpower reserves." In accordance with these ideas the ILO proposes that its member nations, according to their ability, provide vocational guidance facilities within their borders for any person of any age who needs and desires them.

In addition to these underlying ideas the ILO has outlined for its member States principles and methods of vocational guidance programs and suggests how they might be organized and supplied with competent officers, and financial and physical facilities.

You may ask to what extent this Recommendation will affect the world. The answer is that nearly all of the more advanced nations already have some provisions for vocational guidance within their borders. Probably the oldest attempts are those in the United States, and these date only from the beginning of the century. In Great Britain, on the European continent, in South America, in New Zealand and Australia, and on the North and South American continents outside of the United States, vocational guidance programs are also in effect. Those of you who have had counseling in a school or employment office in the United States, however, might not recognize some of the procedures used in other countries. In many countries they do not regard vocational guidance as essentially a part of the school program. In some it would be difficult to distinguish vocational guidance measures from recruitment devices by which firms select their workers.

The value of the ILO Recommendation is that it tends to remind all countries of the principles just described, and to bring their practices into line with the best in all countries. One of the most important contributions of our own country, shared by others, it is true, is the insistence that the welfare of the individual is the first object of a vocational guidance program and that the successes of industry and of the Nation grow because of the individual successes of citizens. This idea, which seems commonplace to Americans, is, of course, completely rejected by those governments which believe that the individual exists to build up the State and, therefore, must work in those jobs which the State designates.

By and large, employment counseling and other features of the better vocational guidance programs in the United States embody most of the features of the ILO Recommendation. Here are a few of the principal features of vocational guidance in the United States:

1. Vocational guidance in this country is regarded as part of your education. It is planned early in the school grades, often involves classes in related subjects, and is handled by teachers and counselors who are accessible in your school building all day. In many other countries the guidance work is usually carried on by an agency outside the school. The person doing guidance work may visit the school once or twice, after which the pupil must go to some outside office for further help. In some countries you receive no vocational guidance until you are on the point of leaving or have already left school.

2. In the United States there is a clear acknowledgment by your counselor that your individual interests are the prime consideration. He is aware of the needs of industry, of the eagerness of higher institutions to obtain good students, and of the requirements of critical trades and professions. Cooperation with all these interests helps him to serve you better, but he will not encourage you to make any choices except of your own free will, in accordance with your own judgment.

3. Many United States private firms, institutions of higher learning, and even the armed forces, are well aware that the vocational adjustment of the individual is important to the success of both the employee and the employer. Hundreds of industries have personnel programs which will help you go on where the school or employment counselor left off in building on your interests and aptitudes and encouraging you to find the most suitable opportunities for progress and promotion.

4. Your country has extensive resources for devising better methods of vocational guidance, including new tests, better methods of interview, and other tools and procedures.

5. The extension of guidance services is being promoted here by a variety of agencies besides your school—State employment service, student personnel services in colleges, the Veterans Administration, many adult counseling services, and scores of agencies under private auspices.

6. Finally, the means for training counselors who provide services for you are increasing both in number and in quality. To be employed, counselors must very generally present certificates of experience and training. Means are also being established to protect you against incompetent counseling services.

When next you take advantage of counseling services to help you solve employment or other kinds of problems, you may well remember that you are using a profession which may soon be as common as that of the lawyer or the doctor. Just as neither the lawyer nor the doctor can promise that you will win your case or maintain perfect health, so vocational guidance services cannot assure you of vocational success or adjustment. They are, however, another means, becoming world-wide in scope, by which the prospective worker may secure better satisfaction and greater progress in a kind of work he likes and is able to do well.

Youth Needs—The Midcentury White House Conference on Children and Youth

By KATHARINE F. LENROOT

Chief, Children's Bureau, Federal Security Agency
and Secretary, National Committee, Midcentury White House Conference

Across our Nation high school seniors are making important decisions about their job futures. Work-study projects in high school, supervised work in the community, part-time and summertime jobs have given many graduates a good start in their search for a job which is just right at this time. Today more young people are choosing jobs on the basis of what they can bring to them than was true when jobs were seen as a livelihood alone. This makes it possible for young workers to make substantial contributions in jobs of all kinds in business and industry, in the sciences and professions, and in the arts.

The problems of choosing and preparing for a job, of employment opportunity and advancing on a job, are real for each of us. In our American culture there is an expectation that when students finish their schooling they will go to work. When work is a vocation of one's own choosing it provides for a more creative application of skill and knowledge. While this is a social aim as well as an individual desire on the part of most young people, conditions have not made this goal possible for all to achieve.

Since the White House Conference on Children in a Democracy in 1940, wartime conditions brought about social and economic changes which increased job opportunities. During that period many young people demonstrated their ability to perform responsible jobs well. Many realized, too, the positive contribution of satisfactory work experience to their personal and social development. With the ending of the war, however, desirable job opportunities have been to some degree limited, particularly in certain communities. This is a concern of the Midcentury White House Conference which has as its task to find out the extent to which in our society conditions and experiences necessary for the wholesome mental, emotional, and spiritual growth of children and youth are provided.

White House Conferences on Children and Youth have been called by the President of the United States every 10 years since the first Conference in 1909, when President Theodore Roosevelt called together a group of citizens to discuss the needs of dependent children in the home and community. The child labor reform movement was strengthened by these earlier conferences which speeded up public demand for child labor legislation in calling national attention to the damage being done to many children and youth in work experiences which were hazardous to them. Discussion of hours of work and conditions under which children worked led ultimately to the passage of the Fair Labor Standards Act in 1938. These conferences also urged that attention be given to increasing opportunities for family life, for education, and for constructive leisure-time experiences which all children and youth need. Financial aid to families was seen as necessary if these opportunities were to be made available to students so that they might continue to live in their own homes and continue in school.

Through citizen understanding and action, legislation has been enacted in many States improving child labor standards, school attendance laws, and regulations affecting work permits. Many States have a minimum-age law prohibiting a child from leaving

school to go to work before he has reached his sixteenth birthday. The Federal Fair Labor Standards Act, as amended in 1949, contains child labor protection for employment in interstate commerce. The United States Department of Labor also gives consultation to State departments of labor and industry on desirable employment standards for children and youth. Even though earlier White House Conferences have focused attention on child labor problems, much more work is needed to bring about changes in conditions affecting the employment of young people in agriculture, business, and industry.

Early conferences pointed out the responsibility of society to protect children from too early work experience. The 1940 White House Conference, however, gave us a positive aim for youth employment by stating: "* * * it is equally the business of society to help them get into work that would be satisfying and will give them a living." [1] It is important, then, for high schools to give adequate vocational guidance, using all community resources to prepare students for the jobs of their choice. The place where one goes to school, and the community in which one lives, often determine this opportunity for training and choice of job. The White House Conference is concerned with job opportunities for youth who are of various racial and national backgrounds, as well as those who live in sparsely settled or in geographically isolated areas where chances for education and vocational opportunities are limited. It is important that all of us employed in gainful work understand our productive role in the economic system; what it means to work with our associates, the meaning of work to us, to our families, and to our communities.

We are now in the middle year of the twentieth century, looking forward to another 50 years of national growth and change. The Midcentury White House Conference on Children and Youth, meeting in December of this year, is a citizens' conference. The President has appointed a committee of 52 citizens to give leadership to the Conference effort, with Oscar Ewing, Federal Security Administrator, as chairman. While this is the fifth of the White House Conferences, it is the first to include high-school and out-of-school youth in the Conference planning and proceedings. Five young adults were appointed by President Truman to serve on the National Committee.

This Conference is now going on. It works in part through State and Territorial committees which the President, in September 1949, asked the governors to appoint. Forty-five such committees, working through local groups, are carrying out a program of fact-finding and action on the problems in their home communities. National organizations and Federal departments of Government concerned with children and youth are also at work in connection with Conference activities.

Since youth are a concern of the Conference as well as participants in it, it is hoped that they will contribute fully to its proceedings. The National Committee, therefore, recommended that an Advisory Council on Youth Participation be established. In this council, youth will constitute the majority membership, with representation from high school, working, and college youth, from rural and urban areas, from industrial cities and small towns, and from various racial, national, and cultural backgrounds.

At its initial meeting in Washington, held March 23 and 24, the Council on Youth Participation considered what youth can contribute in the White House Conference meetings, which will be held next December, in both State and county citizens' committees, and within their own organizations. There was a discussion by members of needs as they know them, both individual and community, and of interests which stem from their own experiences in family, school, and community life.

Key questions are being asked by these youth members of National, State, and local committees. What kinds of homes do we need? What kinds of educational opportunities and training are necessary to prepare us for the problems of the future? What kinds of leisure-time activities should be made available to all youth in every community? How can we, as young people, participate more fully with adults in our communities in those areas which concern us? What kinds of jobs and opportunities should be open to us and what kinds of training and vocational counseling are required? These are just a few of the questions which have been asked by the youth of our Nation. One of the Council's concerns is how the White House Conference can reach those large numbers of young people not in organizations, not in schools, but on jobs or in the armed forces. These, too, must be given an opportunity to have a part in the Conference work.

In calling the Midcentury White House Conference on Children and Youth, President Truman officially expressed our Nation's concern for the future of children and youth in the United States and its territories and possessions. This Conference, therefore, places primary emphasis on present and future opportunities for them to realize their personal and social worth. This is a task which deserves the best thoughts and actions of each of us.

---

[1] *White House Conference on Children in a Democracy, Final Report, January 20, 1940. Washington, D. C., p. 226.*

Advice to Young Workers . . .

Consider The Child-Labor Laws

By ELIZABETH S. JOHNSON

Chief, Division of Child Labor and Youth Employment
Bureau of Labor Standards, U. S. Department of Labor

HAVE you as a young worker given careful thought to that job you have in mind? You probably have thought about the wages you expect to earn, the hours you will work, and what you will do on the job. But have you thought about the job in relation to yourself? Is it legal for a person your age? Will working at this job be harmful to your health or a risk to your safety?

If you do not think about these things you may not be able to continue on the job once you have taken it, or may find that it has done you lasting harm.

You will not want to take a job that will tax your physical strength like Jim did one summer when he injured himself and was unable to make the team when he went back to school. You will not want to take a hazardous job on a dough mixer as Mary did and lose an arm. You will not want to take a job involving excessively long hours or night work that robs you of time necessary for sleep and recreation and for just being at home with your parents, brothers, and sisters, at mealtime and in the evenings.

State and Federal child-labor laws are an effort on the part of the Government to protect you from just such situations. These laws are the result of many years of experience and study on the part of lawmakers, doctors, safety engineers, and others who are acquainted with various types of jobs and the effects of such jobs on young people. You will want to know about these laws and regulations.

State child-labor laws vary from State to State. In general, they set a minimum age for work in specified types of occupations and establishments, fix a higher minimum age for hazardous occupations, limit the hours of work, prohibit night work, and set certain protective standards for the employment of minors such as the requirement of a rest period.

The child-labor provisions of the Fair Labor Standards Act which apply generally to employment in interstate commerce set a 16-year minimum age for most occupations, an 18-year minimum for occupations declared hazardous by the Secretary of Labor, and a 14-year minimum age for employment outside school hours in a limited number of occupations such as office and sales work. In employment covered by the Fair Labor Standards Act young workers 14 and 15 years of age may be employed only for 8 hours a day, 40 hours a week when school is not in session, and 3 hours a day, 18 hours a week when school is in session. No employment is permitted for 14- and 15-year-old workers during school hours or between 7 p. m. and 7 a. m. Hour standards similar to these are to be found in many State child-labor laws.

In addition to setting age and hour standards for the employment of young people, most State child-labor laws will require that your employer and you obtain an employment certificate or working paper before you go to work if you are under 18 years of age. The reason for this is to protect you from going to work on a job before you are old enough for it, and it is your employer's proof of your age.

If you are old enough for the job and the certificate is issued to your employer showing your age, he will be put on notice that he must watch to see that your hours are not excessive and your duties are not dangerous under the law. It will also help the State or Federal labor inspectors to see how well the labor laws are being complied with when they come to your place of work.

After you have received a promise of a job from an employer you should apply to the local school official in your community for your certificate. He will either issue the certificate for you or tell you where you can obtain it.

For more information about child-labor laws ask the employment certificate issuing officer or your school counselor. If they do not have the detailed information you need, the local employment service office can probably help you. You may wish to write to the Labor Department at your State capital for such information. Your State Labor Department will also help you check on the minimum wage and overtime rates under the State minimum wage laws and the Federal wage and hour law.

Our child-labor laws are rules that society makes to help boys and girls keep out of jobs that are likely to be bad for them. Following the rules of the law is important for your protection and for your good citizenship. But the laws do not do the whole job. Many things that are important to your health and safety will not be written in the law and you must use your own judgment on whether the hours and conditions of a particular job are right for you.

Be foresighted when you pick a job, use the help of your school counselor, and the local employment service office. Be satisfied that the job you take is a safe and legal one for you.

In This Issue

THIS issue is beamed to young people who find themselves faced with innumerable problems as they make plans to enter the world of work.

In his introduction, "Why a Year-Round Service to Youth?", Robert C. Goodwin discusses the problems which the Nation-wide system of employment offices must meet with regard to young people entering the labor market and sets forth the minimum steps necessary to make an effective year-round service to youth work. p. 3.

"WHAT are you going to do after graduation" is a question each senior must answer. The Employment Service guidance program can do much toward helping him to aim for a definite suitable goal. Kathryn L. Keep from the Erie, Pa., local office cites specific examples. p. 4.

SUMMERTIME jobs for in-school youth often lead to permanent jobs after graduation. For that reason, in-school youth should be guided into part-time or summer work for which they are suited. Harold McNeely tells how Hutchinson, Kans., assists this sometimes neglected group of young people. p. 8.

A MINNESOTA State technician, Ruth E. Potter, discusses with young people the problems which face them when they leave school and the part tests can play in helping them make suitable vocational choices. p. 11.

ORIGINATED in 1946 in the Youngstown, Ohio, Employment Service, the Junior Placement Program is now at comparative maturity. Details of the program, based on experience, are related by Harvey Wadsworth on p. 13.

EXPERIENCES in getting jobs for young people in their communities are told briefly by a number of local Employment Service offices in the round-up of local office placement operations for young people. pp. 15–20.

LABOR market information can help young job seekers choose the work they wish to enter. The types of labor market information which the employment offices are equipped to present are discussed by Robert Halbeisen of Michigan. p. 20.

HARLAN COUNTY, KY., where school attendance is irregular and the number of drop-outs is high, has become counseling conscious through the efforts of the Harlan County Youth Guidance Institute and the local and State Employment Service representatives. As a result, a year-round Youth Guidance Program has been organized. p. 24.

RECOGNIZING the possibilities of television as a medium of presenting basic facts about job-seeking and labor market conditions, the Philadelphia School System sponsored a TV program "So You'd Like a Job." School authorities, prominent commercial and industrial leaders, a representative of the Pennsylvania SES, and students participated. p. 27.

HOW high school students can be helped to make suitable occupational choices by occupational information which has been made a part of regular classroom work is related by Gertrude Forrester of the West Side High School in Newark, N. J. p. 29.

VOCATIONAL guidance is no longer a luxury restricted to a few. International recognition proves it, as related by Harry A. Jager of the Office of Education. p. 32.

WHITE HOUSE Conferences on Children and Youth have been called by the President of the United States every 10 years since 1909. The task of this year's Midcentury White House Conference, as related by Katharine F. Lenroot, is to find out the extent to which in our society conditions and experiences necessary for the wholesome mental, emotional, and spiritual growth of children and youth are provided. p. 34.

MANY young workers fail to realize that there are legal aspects about the job they choose which should be considered before they make a final decision to take it or reject it. Elizabeth S. Johnson of the Bureau of Labor Standards acquaints the readers with such phases of the work which they should not neglect. p. 36.

UNITED STATES DEPARTMENT OF LABOR

MAURICE J. TOBIN, Secretary

BUREAU OF EMPLOYMENT SECURITY • UNITED STATES EMPLOYMENT SERVICE

ROBERT C. GOODWIN, Director

Washington 25, D. C.

THE EMPLOYMENT SECURITY REVIEW, a publication of the U. S. Employment Service, Bureau of Employment Security, and the affiliated State Employment Security Agencies, is distributed without charge to personnel of the national and State Employment Security offices. It is also available on subscription at $1.50 a year (single copies 15 cents) from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. In countries other than the United States, Canada, and Mexico, annual subscription is $2.

Expressions of opinion in articles published in the REVIEW are those of the authors and are not to be construed as official opinions of the Bureau of Employment Security.

The printing of this publication was approved by the Director of the Bureau of the Budget, January 13, 1950.

PUBLIC LIBRARY
APR 26 1950
DETROIT